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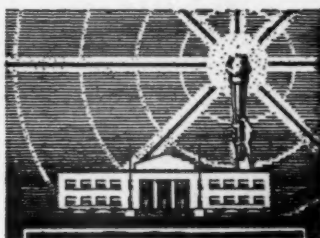
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VOLUME XLIV, NUMBER 3

MARCH, 1953

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# The Social Studies

VOLUME XLIV, NUMBER 3

*Continuing The Historical Outlook*

MARCH, 1953

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## As the Editor Sees It

There are indications that a basic change is slowly taking place in American thinking and acting, one that will have great significance for the future. This is a trend back toward individualism and away from collectivism. For a half century and more, accelerating rapidly during the past two decades, we have seen a great popular movement of collective action for human betterment. Through the media of statutes, voluntary associations, labor unions, pressure organizations and so forth, we have in a half century wiped out many of the economic and social evils that existed, provided a better distribution of wealth, and given much greater security to the under-privileged, aged and unfortunate members of society. Centuries of progress in these things have been made in fifty years.

But to attain these collective goals, we have been paying a price,—the price of individual freedom. Any action by a group limits the individual actions of those in it. Generally we have been glad to spend some of our freedom in this way, for we were getting full value in return. The unreal freedom of an employer and a workman each to do as he pleased (which usually meant the employer's right to hire and fire and the worker's right to starve) we traded for the right to unionize, bargain collectively, and assure a more just distribution of the product of industry. We gave up our freedom to spend all our income as we chose in return for better schools, old age pensions, slum clearance, and many other social benefits. We have given up our freedom to run our businesses as we pleased in return for more honest standards, more prosperous customers and greater social justice.

Like many shopping expeditions, however, this expenditure of freedom for social benefits began to overextend itself. We saw evidences that we were spending more than we could

afford. We were turning over to government to spend on these services an ever-larger part of our total national production. To secure the principle of unionism we were surrendering to labor unions the right to bully their members, plant owners and the public if they wished. We were giving to increasing numbers of bureaucrats the power to regulate our lives in many new ways in the name of planned economy and more security.

It looks now as though Americans are beginning to economize in this spending spree of freedom. Certainly this growing caution was a large factor in the 1952 election. We had bought many worthwhile improvements for our society in the past twenty years, but many people were beginning to feel that the goods were growing shoddier and the price in freedom too great. Inflation was appearing here too.

The present disrepute into which Communism, Socialism, Cooperatives and similar once-popular ideas have fallen is not due solely to our dislike of Russia. It comes also from the feeling that whatever good these things could accomplish would have to be bought at too great a price in individual liberty. They tend to destroy initiative and ambition and the due rewards of individual talent, energy and thrift. Americans have always regarded these qualities highly and have turned against theories which seem to minimize them.

We have reached the point that most individuals arrive at some time—we have decided that we don't want to spend any more of our capital (individualism) for luxury goods (collective security) that we can't afford. The American people are beginning to develop sales resistance and we can expect to see more and more examples of their refusing to accept "pie in the sky" which commands too great a price in terms of individual freedom and dignity.

# The Social Studies

VOLUME XLIV, NUMBER 3

MARCH, 1953

## The Congress for Industrial Organization: Labor's Answer to the New American Industrial System

EDWARD J. McMAHON

*School of Philosophy, West Baden College, West Baden, Indiana*

### ULTIMATE CAUSES

"We did not create the American trade union—that is the product of forces and conditions."<sup>1</sup> After passing through all the storms and cataclysms of those early, truly revolutionary days in the history of American unions, this was how Samuel Gompers concisely summed it up. Gompers believed that unionism was an inevitable effect of a manifold causation. It was the laborer's necessary response to the changing social and economic conditions of his country. With industry ever evolving, the status of the worker, though fundamentally the same, must continually react and evolve with it. It is inevitable that the union should readjust itself to keep pace with industry's lead and this not only in its aims but in its very organization. The necessity of this readjustment is so vital a part of unionism that the success or failure of the earliest attempts to organize labor were decided by the appreciation or neglect of this fact.

### EARLY UNIONISM

In 1869, the Noble Order of Knights of Labor, founded by Uriah Stevens, a garment cutter of Philadelphia, began to organize laborers into a union embracing all types of workers of whatever craft or industry. This was the first attempt at initiation of the so-called "industrial union." At that time, any plan for union would probably have succeeded except this one. What was needed was a common ground of agreement and this was not to be

found in any such attempt to organize the entire field at once. In 1905, the Industrial Workers of the World made an attempt at industrial unionization but its pink hue of socialism had a glint of the foreign and was soon mistrusted. Within a few years, it became clear that this second attempt at an all-industry union had failed. Meanwhile, Samuel Gompers hit on the plan of grouping together men of the same interests and craft, hoping that this common bond of unity would add the extra binding force that the early industrial forms of unionism had lacked. The scheme eventually met with success and this element of craft unionism became identified with the American Federation of Labor. Thus had labor been effectively organized but this very element of craft unionism which brought it together in Gompers' time was destined to rend it asunder in 1935.

### CRAFT UNIONS

Before the American Revolution, the American industrial system had begun with skilled and individual craftsmen producing their own handworked products in small shops and vending them over their own counters. Gompers had paralleled this craft system of industry and had made it the foundation of his union movement. But industry soon underwent a transformation. Revolutionary changes created immense factories with self-operating machines which stole the "craft" from the craftsman.

One familiar example was the band oven which began by mixing and baking the dough

and ended by wrapping the finished product. The man who used to do the baking was called a baker but what was his classification now? The vast majority of workers were rendered "unskilled" and these men made up more than three-fourths of our entire industry, while skilled artisans comprised only a small minority.<sup>2</sup> The very roots then of unionism as developed by Gompers and the A. F. of L. were being destroyed.

Furthermore, could a baker handle a machine like this or was a machinist needed? This introduced a new problem. The heretofore clear distinctions between the machinist's and the baker's work disappeared and the A. F. of L. became immersed in what are called jurisdictional disputes. Doubts began to form in the minds of progressive union leaders as to the practicality of craft unionism for all labor.

#### ROME SPEAKS

But the problem was more fundamental. Big Business had acquired enormous strength; enough, in fact, to prevent its employees from organizing. Opprobriously, labor was termed "atomic" (a seeming harkening back to the Manchester School) and the workers were considered as minute, individual elements in a vast system.<sup>3</sup> In marked contrast to this was the mind of Pius XI who continually stressed the idea "corporate" as regards labor-management relations. To the Pope, labor should be self-governing with the ability to bargain collectively. Big Business had formed trusts and then holding companies. Business was a collection of men bargaining on the strength of their organized power. On the other hand then, it would be unfair to separate the workers from their fellow workers. Thus, they would be shorn of all real power to defend their rights. Leo XIII had warned that this disregard for the rights of the individual worker would be the source of innumerable and as yet unforeseen conflicts. What both Pontiffs were fighting for was collective bargaining with vocational organization. Though this truly sublime concept of the Pontiffs was not realized by John L. Lewis, he did nevertheless catch a glimmer of it.

#### ABSOLUTE NEED

Lewis saw that to organize the unorganized

effectively, the A. F. of L. would have to begin a direct campaign to employ mass industrial unionization. This fact should have been clear to all union organizers who were at all conscious of labor's plight. Between the years 1933 and 1935, the craft unions of the A. F. of L. increased thirteen per cent, while the four industrial unions already within the Federation increased one hundred and thirty per cent.<sup>4</sup> In 1935, the vast majority of American wage earners were without union cards. This was not because of a lack of sympathy for unionism. On the contrary, time and again various factories would submit their requests for entrance into the A. F. of L. and were met by "craft-union" experts who would cut the workers into numerous, separate union groups and leave the entire body just as weak as before to stand against an organized management. The workers asked for unity and received merely a classification of division. One cannot help wondering if this essential weakness of the craft unions did not persuade management to allow such organizations to exist in their factories believing that they could not possibly represent the personnel but would provide a seemingly great concession to the workers. On the other hand, industrial unions were again and again cursed by management—a fact which certainly should have given the observant union leaders some inkling of the true power, worth and effectiveness of the industrial union. But how did the A. F. of L. react to this apparent fundamental difficulty?

#### INACTIVITY OF THE A. F. OF L.

The A. F. of L., after fifty years of activity, numbered only 3,500,000 of the country's 39,000,000 wage earners.<sup>5</sup> How were they going to organize this vast number of workers in the vaster industries of the country? It is important to note that William Green, president of the A. F. of L., saw the vital need for industrial unions. A contemporary critic writing on the subject inquired:

Just why President Green who, thirteen years ago, approved a policy which later John L. Lewis successfully applied, now condemns that policy root and branch, is one of the mysteries upon which only the President of the A. F. of L. can throw a revealing light.<sup>7</sup>



The need was certainly apparent. But one looks in vain for a clear, effective plan to answer that need. A temporary and abortive attempt at solution came from within the A. F. of L. in the so-called "federal unions"—incipient industrial unions with probationary status. The result was that industrial unions were kept in an inferior and powerless state. Industrial union factions were violently opposed to these probationary "clubs" and insisted that they be given the opportunity to form regular industrial unions. When the A. F. of L. continued to delay, these industrial factions became even more incensed.<sup>8</sup> It was this half-hearted attempt of the A. F. of L. that angered Lewis and a group of industrial unionists who were starting to group around him, echoing his protests. They vigorously protested the need for industrial unionism; the A. F. of L. heard this plea but responded slowly and inadequately. What were the reasons underlying the Federation's indecision?

To unionize the vast industries in the nation would have meant bucking the strongest anti-union factions that had ever appeared on the labor scene. Steel and automobile workers were badly in need of union but a seemingly all-out attempt was being waged by management against union organization. Violence was not always absent. "Strike-breakers," a professional term for a band of hired thugs, were unscrupulous in breaking through the picket lines. At times their tactics even approached the criminal. Not every union organizer felt inclined to face such circumstances and preach the pure doctrine of unionism. Then too, the A. F. of L. was not increasing in membership at a rate equal to the growth of labor as a whole and it felt this weakness acutely.<sup>9</sup> To tackle these gigantic corporations with such an organization and to be pitted against the combined strength and money of industry called for almost heroic courage, strength and effort.

Black though the situation was, the A. F. of L. might have been able successfully to attempt a remedy if it were not for a more fundamental reason—one which was a heritage of its childhood days. Gompers had often been accused of failure to organize the unskilled. Perhaps some

truth lay back of this. The whole form and purpose of the organization militated against it. Both the strength and leadership in the Federation sprang from the craft unions. If ever the masses of industrial workers attained a position where they could cast a united vote, the leadership and power of the A. F. of L. would surely fall to their spokesmen and Gompers and his lieutenants would be displaced.<sup>10</sup> Merely change the names and the setting and you have a good idea why the A. F. of L. directors of 1935 feared the inevitable strength they knew industrial unions would wield. Green could appreciate Gompers' fears and he took a similar stand on the matter. He wanted to maintain the Federation's *status quo* and in that way assure himself of an unshakable majority.<sup>11</sup> When Lewis and his cohorts compared the stark facts of millions of non-union laborers crying for protection with these pretenses of the A. F. of L. leaders, their path of action became more clear-cut. To Lewis followers, the main issue was not merely a question of leadership of the A. F. of L., though all must admit that this was of some interest to them, but it was the success or failure of the whole union movement throughout the nation. The A. F. of L., however, considered every attack upon the Federation's policies an attack on organized labor itself. The issue of craft versus industrial unionism was beginning to cloud.

#### LEWIS ACTS

Lewis had recourse to the facts to try to shame the Council of the A. F. of L. to action. At least the urgency of the situation might force action if their own personal initiative was lacking. One of Lewis' remarks concerned United States Steel:

The monopoly earnings and increased productivity of the U. S. Steel Corporation have been improperly diverted to the financial interests which originally organized the Corporation. Had these surplus earnings been used for wage and salary workers, as they should have been, at least in part, the operating forces of the Corporation would have been paid 25% more than they actually received during the past 35 years.<sup>12</sup>

Lewis could and did manifest so many such

examples that finally the Council announced they would present the case to the Federation for a vote.

#### ATLANTIC CITY CONVENTION

One by one, these craft conscious delegates filed into the hall, primarily concerned with the status and power of their respective organizations. The blaring facts were presented and the question of organization policy was submitted. Thirty-six per cent of the A. F. of L. voted for industrial unions. When we recall that there were only four industrial unions voting, this was a signal triumph for Lewis.<sup>13</sup> But to William Green, it means something quite different. As Green put it:

The organizational policy for the A. F. of L. during the year 1936 was adopted by a vote of 18,000 to 10,000. The decision of the majority became the law of the A. F. of L. and is binding and obligatory on every loyal and devoted member, particularly those who participated in the proceedings of the convention and submitted the issue for determination. If any change is to be made in that policy, it must be made by the same authority that adopted it. Otherwise, we have chaos and disorder; and no institution can survive under such a plan and procedure.<sup>14</sup>

#### ISSUE CONFUSED

In Green's mind, it was no longer a question of craft and industrial unions but of obedience to the rulings of the Federation.<sup>15</sup> Green, because of the vote of the Federation, was forced to take this stand. He had no alternative:

The real issue is this: Shall the A. F. of L., the organized labor movement of America, follow democratic procedure? Shall the movement be governed by majority rule? Shall the will of the majority of the membership of organized labor be the supreme law of the A. F. of L.?<sup>16</sup>

The industrial unionists were not yet throwing in the towel. The day after the Atlantic City Convention, nine labor chieftains—John L. Lewis, Philip Murray, John Brophy, Thomas Kennedy of the United Mine Workers; Sidney Hillman of the Amalgamated Clothing Workers; Thomas McMahon of the United Textile Workers; Max Zaritsky of the Hat, Cap

and Millinery Workers; Charles P. Howard of the Typographers and David Dubinsky of the International Ladies' Garment Workers—met in conclave in the Hotel President in Atlantic City.<sup>17</sup> What resulted was a committee designed to promote industrial unionism *within the A. F. of L.* On Nov. 10, 1935, it called itself the Committee for Industrial Organization.

#### REACTION

The C.I.O. made it quite definite that it considered itself a special committee organized to promote industrial unionism *within the Federation*.<sup>18</sup> William Green, only two weeks after its foundation, entitled it a "dual movement" in direct opposition to the existence of the A. F. of L. The basic issue which had started and was in fact still propelling the C.I.O. movement forward was entirely lost in the din of the ensuing battle of personalities for prestige and power. The line between factions was becoming more sharply drawn.

The root had been removed from the issue and what was left was the rotting process. As vigorously as the C.I.O. demanded the formation of industrial unions, the A. F. of L. countered with as vigorous an accusation of betrayal. This charge of betrayal to the entire union movement brought a sharp protest from the C.I.O. It stubbornly asserted that it did not issue charters but insisted that it was as legitimate to encourage the organization of industrial unions as it was to promote craft unions.<sup>19</sup> Nevertheless, any last hope for reconciliation ended in stalemate. It gradually became more and more evident that if the masses of American workers were not going to be unionized within the A. F. of L., unionization would have to come from outside it. Finally, after wrangling and useless peace conferences, Lewis and his followers met at Pittsburgh, Nov. 14-18, 1938, and changed from a committee inside the A. F. of L. to an independent union called the Congress for Industrial Organization. It was a milestone in American Unionism.

... the great leaders of industry and finance have carved out empires which have cut across political lines, changed the concepts of ownership and reorganized immense areas of American society. Millions of workers,

traders and professionals have found their fundamental loyalties directed towards management and finance. During the last ten years, however, accumulating social maladjustments, depression, new ideas, scandals in high places and new political alignments have sapped the foundations of the old loyalties. The spectacular advent of the C.I.O. provided both an occasion for the further crumbling of these loyalties and a symbol for the reorientation of workers' attitudes and beliefs.<sup>20</sup>

#### ENTHUSIASTIC BEGINNING

The mission of the C.I.O. was so essential to labor that even union men who had opposed Lewis on other matters now forgot their personal grievances and joined him. Adolph Germer had rampaged against Lewis in Illinois and John Brophy had contributed to the anti-Lewis war in New York; both were now found devoted to the Lewis cause.<sup>21</sup> Messages poured in from all over the nation encouraging them. The next step was to construct an organization.

(The C.I.O. makes a definite effort to unionize entire factories into *vertical* or industrial unions. This means that everyone, from white collar workers in the office to the janitors in the plant are enrolled down the vertical line of their particular factory into one union. The A. F. of L. tends to cut through all factories collecting, for instance, all engineers into their own union. This sweeping motion is labelled "horizontal.")

A brief, comparative analysis by schematic chart will give an idea of the differences between both union groups in their early days. Executive Councils:

#### A. F. of L.

15 members  
may expel any affiliate  
no minutes issued  
may make new rules

#### C.I.O.

1 delegate from each affiliate  
only convention may expel affiliate  
minutes distributed  
only convention may make new rules

This was how they compared in the early years.<sup>22</sup> The A. F. of L. Council was a smaller and more compact group. Its individual unions

exercised more freedom. The C.I.O. Council had forty-one members. Its individual unions were directly under its control. It would be rather difficult to decide which was the more autonomous organization.

#### PROGRESSIVENESS OF THE C.I.O.

The C.I.O. immediately began preparations to meet the laboring man. A public relations program developed which displayed the two elements fast becoming characteristic of the new union—efficiency and enthusiasm. New executive offices in streamlined buildings in Washington greeted prospective members. Its organizing committees were the most efficient and successful units American unionists had yet seen.<sup>23</sup> An educational department for the training of the workers was established. One also found economists, statisticians and lawyers. A research organization was initiated to keep C.I.O. delegates well informed of present and past trends. All these improvements were direct results of the pioneer spirit of the new union. Their enthusiasm began such projects but their solid and common sense approach to the labor problem has perpetuated them.

Another appreciable difference between the two unions was the handling of the union dues—a question close to the heart of all union members. While the A. F. of L. drew its main source of income from the smaller affiliates and primarily expended them for the benefit of the larger internationals, the C.I.O. borrowed from its larger unions to assist the new and smaller organizations.<sup>24</sup> The problem of levying dues became a real difficulty for the C.I.O. in the early years. In fact, it became so acute that one year John L. Lewis refused half his rightful pay to bolster the scanty funds.<sup>25</sup> Not until years later was the organization solidified enough to depend on a stabilized system of union dues.

#### POLITICAL VIEWS

The C.I.O. realized the need for government control in stabilizing relations between capital and labor and endorsed a policy of direct political influence.<sup>26</sup> It was diametrically opposed to Gompers' stand:

Labor organizations had been the victims of so much political trickery that we felt the

only way to keep this new organization free from the taint was to exclude all political partisan action.<sup>27</sup>

While the A. F. of L. would vote for independent candidates friendly to labor, the C.I.O. made sure there were such men in the running. In 1936, they backed the New Deal. Local elections in both New York and Detroit were affected by them.<sup>28</sup> It was the funds of the C.I.O. that put Pennsylvania under complete Democratic control for the first time since Reconstruction days.<sup>29</sup> And booming over it all came the voice of John L. Lewis:

Labor's voice is now heard with respect. Labor knows that its own economic activity is not enough. Political activity is a natural adjunct.<sup>30</sup>

The C.I.O. had a definite reason for this direct political control. Lewis claimed that the financial dictatorships were not only enslaving the mass production industries but were stifling our whole economic development.<sup>31</sup> Their power was to be founded in politics; hence, labor too must wield political power to balance the picture. Their success was moderate but their political activities were distorted in the public's eye due to alleged connections with the Communist party.

#### RED INFILTRATION

It must be admitted that Communist-dominated and controlled unions were admitted into the C.I.O.<sup>32</sup> Lewis felt that to deny admittance to any affiliate would have weakened his cause too much. Besides, many of these affiliates entered as fully trained units and with experienced leaders. This was an important commodity to the C.I.O. at the time. Lewis, however, fully realized the danger but believed he could curb any political action or infiltration of the Communist creed. Furthermore, he made it quite clear that these affiliates were being accepted under the high code of the C.I.O. ethics and any deviation from this standard would result in expulsion. Lewis explained how much freedom could be exercised by these zealots of Marxism by comparing his policy to a speed-limit sign. "The sign says speed limit is twenty miles per hour. If a motorist goes 25 or 30, nobody pays any attention to him. If he goes 35 or 40, he lands in jail."<sup>33</sup>

Some of the Red zealots did break Lewis' speeding regulations and did land in jail—or its organizational equivalent. John Brophy, director of organization for the C.I.O., was reduced to a minor position of coordinating secondary areas. Harry Bridges received an unexpected jolt when he was stripped of control of the West Coast and confined to California.<sup>34</sup> But at times, opposition propaganda distorted the true picture to such ridiculous extremes that even John L. Lewis must have chuckled when he read

... the Nazi *Anti-Komintern* was out with an article declaring that in a Moscow museum hangs a map of the future Soviet America, on which the name of Detroit is changed to Lewisgrad.<sup>35</sup>

#### RADICALS

The C.I.O. had branch affiliates in Latin America and the conservative unions in this country considered them a threat to our political safety.<sup>36</sup> The majority of these unions were undeniably radical and at times even revolutionary. But they too were accepted according to the C.I.O. creed of unionizing all industries.

With such radical affiliations in South America and Communist-dominated unions in this country as a background, it became quite impossible to form a major political party for labor. It becomes clear why so many people outside labor could so easily have been prejudiced against the C.I.O. To steer a middle course called for talents rarely found in one individual. Here, we may look to the C.I.O. captains and their records during those difficult days.

#### C.I.O. FIELD CAPTAINS

Chief among these was the C.I.O.'s first president, John L. Lewis. His was the strong, dramatic leadership which became a tower of strength for the C.I.O. in its staggering days. His unshakable conviction in his cause, his rhetorical power and his indomitable devotion to the rights of union were as sturdy as his immense frame. He was confronted with belligerent foes who set off the spark of his own arrogant spirit which found him ever ready to argue the cause of labor.<sup>37</sup> This emburdened him as it did the C.I.O. with an onus of unpopularity. But the character Lewis imparted to the



C.I.O. outweighed any accidental or temporary disadvantage he may have brought down upon it. Without Lewis, the rapid growth of industrial unionism and the resulting importance it had for labor in general would have been impossible.

Philip Murray, late leader of the C.I.O., has always been considered the soundest and sanest of the Lewis subordinates. He felt his responsibilities probably most keenly of all and was highly respected from every quarter. He did a great deal to offset the wave of unpopularity against the C.I.O. and this valuable contribution of his has had its effects even down to the present day.

Sidney Hillman was considered to have the boldness of a Lewis and the diplomacy of a Murray. He was the rather quiet, modest element in the triumvirate. He seemed to lack the mass appeal and so was not a candidate for the presidency of the C.I.O. but his talents were a moderating influence on the organization in its early hectic days.

These were the three main characters about whom revolved the union revolution of that crucial 1935-1940 period. So important did these three men become that soon the adversaries of the C.I.O. directed their attacks against them personally and seemed to forget the basic issues for which they stood. John L. Lewis was never at a loss for words, especially when they were hard words against some member of the A. F. of L. But the Federation was not lacking in trenchant orators either. We cite a humorous example of the acid tongue in an address delivered at the A. F. of L. convention in Denver in 1937:

We find on the one hand the dominating and fulminating Caesar of the C.I.O. marching his Roman legions to the White House with bludgeoning threats while on the other hand we find the Machiavelli of the same C.I.O. pursuing the methods typical of that old master of cunning and conniving, working through the catacombs of politics, pouring oil upon the troubled machinery of national politics so that where the one smashes through in ruthless effort at conquest, the other follows after with soft words, with the trappings of intellectualism and the tenuous

and slithering tactics of the ancient masters of deception and ensnaring. We refer to one called Sidney Hillman.<sup>38</sup>

A ballot taken by *Newsweek* in forty-eight state capitols showed an almost unanimous opinion that personal differences between the labor leaders were keeping them apart.<sup>39</sup> It was predicted that not until the present leaders left the scene of battle could the warring factions of A. F. of L. and C.I.O. ever hope to join their divided ranks.

#### C.I.O. IN ACTION

Viewing an organization as we have just done, through its makeup and general difficulties and assets, gives us a good picture; but to understand its practicality and appeal, we must view it in action. Let us examine what has been called the greatest unionizing effort of modern times.

All the enthusiasm and progressiveness of the C.I.O. could be found in its organizing committees as it launched its all-out effort in 1936 to unionize the mass industries. Unlike A. F. of L. committees, the C.I.O. did not wait for a show of "voluntarism." It took the offensive against the workers. The C.I.O., however, rather than create a turmoil as in the days of Gompers, made definite efforts to educate the worker. It explained the present economic crisis, the position of management and labor, showed the moral necessity of collective bargaining, traced the majority of the current labor failures to the lack of unity. Then they made their appeal. All these committees were directed, at least indirectly, from the central office which provided ample information for the particular factories under fire. The result of this superb show of union organizing was the final and decisive conquest of the mammoth anti-union citadels.

The year 1936 opened with the first real test of the C.I.O. against a notorious anti-union Goodyear Rubber Company. After six weeks of a C.I.O. strike, Goodyear recognized the union. The labor world was impressed but there was greater yet to come.

In June of 1936, the famous Steel Workers Organizing Committee was founded and began its intensive campaign against the strongest anti-union faction this nation had to offer. It

meant striking at the very heart of Big Business.

For four decades the U. S. Steel Corporation had defeated all union efforts. Since the majority of its workers lived in "company towns" and since hundreds of immigrants were available for cheap work at any time, the workers were not too anxious to gamble their jobs against such a monstrous corporation. Attempts at craft unionism failed completely. When finally the C.I.O. made its attempt at organization, the workers were a bit more than pessimistic. But the splendid organizing committees began work according to their set pattern. Education of the workers began, mass meetings were held and the strike breakers were repulsed. By 1937, the two hundred C.I.O. organizers could report that U. S. Steel had finally recognized their union. The old empire of the trusts and collective industries was finally arrayed alongside a foe of like proportions. Collective bargaining was finally realized in the steel industry.

The United Automobile Workers had been inaugurated by the A. F. of L. but their insistence on dividing the men into craft unions and their slow methods of organization had discouraged the workers. The C.I.O. moved in but before they could organize a collective force, sporadic strikes in the automobile industry broke out all over the country. By January, 1937, there were 140,000 automobile workers out on strike. Violence once more disrupted the C.I.O.'s plan of orderly strikes and the organization won more unpopularity. On Feb. 11, however, pressed by the exigencies of the emergency, General Motors recognized the U.A.W. as the representative of its employees.

While the ink was still drying on the General Motors contract, 70,000 employees of the Chrysler Corporation walked out under C.I.O. direction and on April 6, 1937, another major victory in the automobile industry was achieved.

The Ford Corporation proved itself the most adamant and it was not until 1941 that the Ford employees, acting under the grant of the National Labor Relations Board, voted for representation by the C.I.O.

Sidney Hillman led the way for industrial

unionism in the textile industry. He was attempting what the I.W.W., Communists and A. F. of L. had failed to do before him. Because of the presence of large factories as well as small shops, the textile industry had its peculiar problems. While the organizing committees formed the workers, Hillman tried to convince the employers of the advantages of a union as a stabilizing influence on prices. In 1938, Hillman reported that he had organized 450,000 garment workers. Since 1940 increase has been very little.

### RECOGNITION

By this time, the C.I.O. was recognized as the second great labor organization in the nation. It had emerged from a turbulent period of foundation and expansion. It carried the bruises of its many battles but was stronger than ever in its solidified strength. Its leaders had devoted themselves to what they believed was the mission of labor in their times—the unionization of the mass industries and the final crumbling of that rugged individualism of the previous epoch which had enriched the few and starved the many. The modern methods employed and the progressive organizational technique had advanced the cause of union far beyond what had even been hoped for in the beginning. Not only had the C.I.O. begun to raise the standard and status of the worker to the dignity Leo XIII had pleaded for but it proved to the world that a democracy could handle its labor and social problems without becoming fanatic and revolutionary. This latter contribution might prove to be its greatest.

<sup>1</sup> Samuel Gompers, *Seventy Years of Life and Labor*, New York, 1925, I, 87.

<sup>2</sup> John L. Lewis, "Towards Industrial Democracy," *Current History*, 45, Oct., 1936, 34.

<sup>3</sup> W. F. Kernan, "Rerum Novarum and Labor," *Commonweal*, 26, Aug. 6, 1937, 358.

<sup>4</sup> Herbert Harris, *Labor's Civil War*, New York, 1940, 32.

<sup>5</sup> "Troop of Old Friends and Foes Battle for Lewis and a New Industrial Democracy," *Newsweek*, 8, Dec. 12, 1936, 16-17.

<sup>6</sup> "The New Labor Union," *America*, LIV, No. 9, Dec. 7, 1935, 195.

<sup>7</sup> "Cannot Labor Unite?" *America*, LX, No. 22, March 4, 1939, 516.

<sup>8</sup> Harry A. Millis, and Royel E. Montgomery, *Organized Labor*, New York, 1945, 204-207.

<sup>9</sup> Carroll R. Daugherty, *Labor Problems in American Industry*, New York, 1933, 368-369. (Revised Edition)

<sup>10</sup> Roland Hill Harvey, *Samuel Gompers: Champion of the Toiling Masses*, Stanford, Calif., 1935, 24.

<sup>11</sup> Heywood Broun, "Mr. Lewis and Mr. Green," *Nation*, 143, Nov. 28, 1936, 634.

<sup>12</sup> John L. Lewis, "Towards Industrial Democracy," 37.

<sup>13</sup> James Myers, *Do You Know Labor?* New York, 1940, 18.

<sup>14</sup> William Green, "The Majority Must Rule," *Current History*, XLV, Oct., 1936, 42.

<sup>15</sup> "Peace or Plot? A. F. of L. and C.I.O.," *Time*, 30, Oct. 25, 1937, 15-16.

<sup>16</sup> Green, "The Majority Must Rule," 42.

<sup>17</sup> Millis, *Organized Labor*, 210.

<sup>18</sup> Robert R. R. Brooks, *When Labor Organizes*, New York, 1938, 62.

<sup>19</sup> Myers, *Do You Know Labor?* 30.

<sup>20</sup> Brooks, *When Labor Organizes*, 165.

<sup>21</sup> "Troop of Old Friends, etc.," *Newsweek*, 16-17.

<sup>22</sup> Edward Levinson, "Labor's Two Houses," *Harper's*, 178, Feb., 1939, 291.

<sup>23</sup> Daugherty, *Labor Probs. in Am. Ind.*, 374.

<sup>24</sup> Levinson, "Labor's Two Houses," 291.

<sup>25</sup> "Miners v Miami," *Time*, 31, Feb. 7, 1938, 11-13.

<sup>26</sup> Daugherty, *Labor Probs. in Am. Ind.*, 376.

<sup>27</sup> Gompers, *Seventy Years of Life and Labor*, 229.

<sup>28</sup> "Report on Labor's Record: C.I.O. As It Affects Steel and Automobiles," *Newsweek*, 10, Nov. 15, 1937, 34.

<sup>29</sup> "Pennsylvania Primary Writes Question Mark After C.I.O.," *Newsweek*, 11, May 30, 1938, 7-9.

<sup>30</sup> "C.I.O. Leaves Way Open for Peace With A. F. of L.," *Newsweek*, 11, April 25, 1938, 33-34.

<sup>31</sup> *Ibid.*

<sup>32</sup> Levinson, "Labor's Two Houses," 292.

<sup>33</sup> *Ibid.*, 292.

<sup>34</sup> Harris, *Labor's Civil War*, 141.

<sup>35</sup> "Turning Point?" *Time*, 30, July 12, 1937, 18-19.

<sup>36</sup> "Pan-American C.I.O.," *Newsweek*, 12, Aug. 22, 1938, 36-37.

<sup>37</sup> Paul L. Blakely, "Clyde Beatty in a Cage and Mr. Lewis with His C.I.O.," *America*, LVII, No. 13, July 3, 1937, 292.

<sup>38</sup> "Peace or Plot, etc.," *Time*, 15-16.

<sup>39</sup> "Public Demanding Labor Peace as Lewis-Green Forces Dicker," *Newsweek*, 13, March 20, 1939, 50-52.

## Books Help in the Study of Our United States

EDITH EDMONDS

Winnetka Public Schools, Winnetka, Illinois

For the intermediate grades a study of the United States can be vitally interesting with its many possible means of presentation. Such a study would offer a growing understanding and appreciation for the many peoples who have contributed to the development of our country, the changes that have taken place through science and industry, the constant need for, and the constant effort at, conservation of our natural resources, and the effect of geographical conditions on the lives of people.

These rather broad areas might be broken down into various possible enterprises. Together such enterprises would tend to portray a whole picture of our country, yet separately they would vary in interest appeal so as to meet the individual differences of children within a given group. Under each of the following suggested enterprises is a bibliography of books to enrich the study and to appeal to children of this grade grouping. This list of books is by no means a complete one. From the great wealth of material available such a com-

plete list, or attempts at providing one, would be much too lengthy to really be helpful. The following suggestions are books which are especially noteworthy and have child-appeal. *Understanding Our United States Through the Colonial Times:*

*Barkesdale*

The First Thanksgiving. Knopf.

*Comfort*

\*Children of the Mayflower. Beckley.

*Daugherty*

Landing of the Pilgrims. Random. (Landmark Book)

*DeAngeli*

Jared's Island. Doubleday. (Colonial New Jersey)

Skippack School. Doubleday. (Colonial Pennsylvania)

*Duffe*

In New England Colonial Days. Row.

In Southern Colonial Days. Row.

In New Amsterdam Colonial Days. Row.

*Edmonds*

- \*Matchlock Gun. Dodd. (Colonists in Mohawk Valley)

*Forbes*

- Johnny Tremain. Houghton. (Boston in Revolutionary Times)

*Meadowcroft*

- The First Year. Crowell. (The Pilgrims' first year)

*Monsell*

- \*Tom Jefferson. Bobbs.

*Savoy*

- Good Ship Red Lily. Longmans. (Adventure and the New World)

*Stevenson*

- \*Ben Franklin; George Washington; Martha Washington. Bobbs. (These are separate books in a series.)

*Woodward*

- \*Jared's Blessing. Scribner. (Family life in early New England)

The starred titles are books that children with limited reading ability will enjoy.

*Understanding Our United States Through Stories of the Westward Movement:**Adams*

- The Pony Express. Random. (Landmark Book)

*Bauer*

- California Mission Days. Doubleday.

*Brink*

- Caddie Woodlawn. Macmillan. (Action in early Wisconsin)

*Carr*

- Children of the Covered Wagon. Crowell. (Good for reading aloud to the group)

*Comfort*

- \*Flatboats and Wagon Wheels. Beckley.  
\*Prairie Schooners West. Beckley.

*Curtis*

- Children of the Prairie. Crowell. (Good family story)

*Friskey*

- \*Sandy and the Indians. Follett. (Black Hawk Indian War)

*Havighurst*

- Song of the Pines. Winston. (Pioneers clearing land)

*Hoff*

- \*Johnny Texas. Follett. (Frontier life in Southwest)

*Holberg*

- Hester and Timothy. Doubleday. (Chicago to Milwaukee by covered wagon)

*Judson*

- Lost Violin. Houghton. (Times in early Chicago)

*Key*

- With Daniel Boone on the Caroliny Trail. Winston.

*Lane*

- River Dragon. Little. (Pioneer boats enter the Red Man's rivers and lakes.)

*McNeer*

- The Gold Rush. Grosset. (Boys will like this.)

*Maloy*

- \*Swift Thunder of the Prairie. Scribner. (First train to cross the prairies.)

*Meador*

- Long Shanks. Harcourt. (Early days on the Ohio and Mississippi with young Abe)  
A Boy With a Pack. Harcourt. (A boy goes west on foot and meets adventure.)

*Meadowcroft*

- \*Texas Star. Crowell. (Thrills in early fighting days)  
Along the Erie Towpath. Crowell. (Early canal boat living and traveling)  
By Wagon and Flatboat. Crowell.

*Nathan*

- Building the First Continental Railroad. Random. (Landmark Book)

*Oakes*

- Footprints of the Dragon. Winston. (Building the first railroad into the rugged Northwest.)

*Pease*

- Long Wharf. Doubleday. (Gold and early San Francisco)

*Reynolds*

- Custer's Last Stand. Random. (Landmark Book)

*Rietveld*

- \*Nickey's Bugle. Viking. (Pioneer Wisconsin—for boys)

*Sperry*

- Wagons Westward. Winston. (Boys will like this one.)

*Tousey*

- \*Jerry and the Pony Express. Doubleday.



*Wilder*

All the books in her series of *The Little House in the Big Woods*; *The Little House on the Prairie*; *By the Shores of Plum Creek*—and the others. Harper. (Wonderful family stories of pioneer life).

The starred titles are books that children with limited reading ability will enjoy.

*Understanding Our United States Through the Lives of the People:*

*Anderson*

\*Pilot Jack Knight. Wheeler.

\*Squanto and the Pilgrims. Wheeler.

*Beals*

\*Kit Carson; Chief Black Hawk; Buffalo Bill; Davy Crockett. Wheeler. (Separate books in a biography series. Especially will boys enjoy these.)

*Bebenroth*

\*Meriwether Lewis. Bobbs.

*Clark*

Thomas Alva Edison. Aladdin.

*d'Aulaire*

\*Pocahontas; George Washington; Abraham Lincoln. Doubleday. (Beautifully illustrated)

*Davis*

No Other White Man. Dutton. (Lewis and Clarke)

*Fisher*

Paul Revere and the Minute Men. Random. (Landmark Book)

*Foster*

George Washington. Scribner's.

Abraham Lincoln. Scribner's.

Andrew Jackson. Scribner's.

*Garst*

Crazy Horse. Houghton. (The Indian Chief)  
Custer, Fighter of the Plains. Messner.

*Graham*

George Washington Carver. Scientist Messner.

Thirty-Two Roads to the White House. Nelson.

*Guthridge*

\*Tom Edison. Bobbs.

*Henry*

\*Robert Fulton. Bobbs.

Benjamin West and His Cat Grimalkin. Bobbs.

*Holbrook*

America's Ethan Allen. Houghton. (Illustrations are outstanding.)

*James*

Six Feet Six. Bobbs. (Sam Houston)

*Judson*

Pioneer Girl. Rand. (Frances Willard)

Abe Lincoln, Friend of the People. Wilcox.

George Washington, Leader of the People. Wilcox.

City Neighbor. Scribner. (Jane Addams)

*LeSeuer*

\*Nancy Hanks of the Wilderness Road. Knopf.

\*Little Brother of the Wilderness. Knopf. (Johnny Appleseed)

*Lovelace*

General Ike Eisenhower. Crowell.

*Meany*

Babe Ruth. Barnes.

*Monzell*

\*Tom Jefferson. Bobbs.

\*Boy of Old Virginia. Bobbs. (Robert E. Lee)

*Neyhart*

Henry Ford, Engineer. Houghton.

*Pace*

Early American. Scribner. (Paul Revere)

*Reynolds*

The Wright Brothers. Random. (Landmark Book)

*Seymour*

\*Bird Girl. Bobbs. (Sacagawea)

\*Pocahontas. Bobbs.

*Stevenson*

\*The Biography Series including: Paul Revere; Ben Franklin; Daniel Boone; George Washington; Martha Washington; Kit Carson; George Carver; Sam Houston; Abe Lincoln; Buffalo Bill; Mark Twain; Booker T. Washington; Wilbur and Orville Wright. Bobbs.

*Van Riper*

\*Lou Gehrig. Bobbs.

*Wagoner*

\*Abigail Adams. Bobbs.

\*Louisa Alcott. Bobbs.

*Weil*

\*Franklin D. Roosevelt, Boy of Four Freedoms. Bobbs.

**Wheeler**

\*Stephen Foster and His Dog Tray. Dutton.

**Yates**

Amos Fortune, Free Man. Aladdin.

The starred titles are books that children with limited reading ability will enjoy.

**Understanding Our United States Through Its Regional Stories:****Bontemps**

Chariot in the Sky. Winston. (Jubilee Singers )

**Brill**

Copper Country Adventure. McGraw. (Upper Michigan)

**Carmer**

Too Many Cherries. Viking. (Mid-West fruit belt)

**Eyre**

Star in the Willows. Oxford. (Southwest ranch life)

**DeAngeli**

Bright April. Doubleday. (Philadelphia)

**Faulkner**

Melindy's Medal. Messner. (Boston)

**Friedman**

\*Dot for Short. Morrow. (New York)

\*Sundae With Judy. Morrow (New York)

\*Carol from the Country. Morrow. (New York)

**Garst**

Wish on an Apple. Abingdon. (Oregon and Washington)

**Gates**

The Blue Willow. Viking. (California)

**Hager**

Big Loop and Little. Macmillan. (Western ranch life)

**Hefferman**

Desert Treasure and the Mohave Desert. Wagner.

**Judson**

The Green Ginger Jar. Houghton. (Chicago Chinatown)

**Lenski**

Cotton in My Sack. Lippincott. (The South)

Judy's Journey. Lippincott. (South and East)

Strawberry Girl. Lippincott. (Florida)

Bayou Susette. Stokes. (Louisiana)

Blue Ridge Billy. Lippincott. (The South)

Boom Town Boy. Lippincott. (Oklahoma Oil fields)

We Live in the South. Lippincott.

Texas Tomboy. Lippincott.

Prairie School. Lippincott. (All these regional books by Miss Lenski are truly outstanding.)

**McClosky**

\*One Morning in Maine. Viking.

**Meader**

Lumberjack. Harcourt. (New Hampshire)

Red Horse Hill. Harcourt. (New Hampshire)

**Oakes**

\*Willy Wong, American. Messner. (San Francisco Chinatown)

**Politi**

\*Song of the Swallows. Scribner. (California)

**Simon**

Lost Corner. Dutton. (Ozarks)

Lonnie's Landing. Dutton. (Tennessee)

**Stong**

Honk, the Moose. Dodd. (Minnesota)

Cowhand Goes to Town. Dodd. (Kansas)

Capt. Kidd's Cow. Dodd. (Des Moines River)

Way Down Cellar. Dodd. (Connecticut)

**Whitney**

Mystery of the Gulls. Westminster. (Mackinack Island)

The starred titles are books that children with limited reading ability will enjoy.

**Understanding Our United States Through Its Geography and Industries:****Bailey**

\*State Picture Book Series. A book for each state. Whitman.

**Banta**

Life in America—The South. Fideler.

**Bethers**

Magic of Oil. Aladdin.

**Buff**

Big Tree. Viking. (The Giants of the Northwest)

**Carlson**

Great City and State. King. (Chicago and Illinois)

**Clifford**

\*America, My Home. Scribner.

*Coffin*

Life in America—New England. Fideler.

*Curtis*

Conservation of America. Beckley.

*Eberle*

Basketful. Crowell. (Our food)

*Elliot*

Conservation of American Resources.  
Smith.

*Gates*

Pageant of the States. Macmillan.

*Gilchrist*

Story of the Great Lakes. Harper.

*Hanna*

Ten Communities. Scott.

*Havighurst*

Life in America—The Great Plains. Fideler.

Life in America—The Northwest. Fideler.

Life in America—The Mid-West. Fideler.

*Holling*

Paddle-To-The-Sea. Houghton. (The Great Lakes)

Minn of the Mississippi. Houghton.

*Johnson*

Onward, America. Merrill. (Industries and resources)

Wonderful America. Merrill.

*Lent*

From Trees to Paper. Macmillan.

*McClintock*

Story of the Mississippi. Harper.

Story of New England. Harper.

*McNeer*

Story of the Great Plains. Harper.

Story of the Southwest. Harper.

Story of California. Harper.

Story of Florida. Harper. (These books by McNeer are all beautifully illustrated.)

*Morgan*

Life in America—The West. Fideler.

*O'Farrell*

\*North on the Great River. Lyons. (Mississippi)

*Perry*

Rubber Industry. Longmans.

Forestry Industry. Longmans.

Steel Industry. Longmans.

Cotton Industry. Longmans.

Plastics Industry. Longmans.

Petroleum Industry. Longmans.

Coal Industry. Longmans.

*Petersham*

The Story Book Series with books on: Cotton, Sugar, Iron and Steel, Coal, and The Things We Use. These books are well illustrated. Winston.

*Quinn*

Picture Map Geography of United States. Stokes.

*Rogers*

Big Miss Liberty. Stokes.

*Royer*

\*Buckeye Tales. Lyons. (State of Ohio)

*Sanchez*

Stories of the States. Crowell. (Excellent source book)

*Shippen*

The Great Heritage. Macmillan. (Conservation)

*Tutt*

\*Badger Tales. Lyons. (State of Wisconsin)

*Wall*

Gifts From the Forests. Scribner.

*Whipple*

Our Earth. Macmillan. (About our country)

Using Our Earth. Macmillan. (How we use it.)

The starred titles are books that children with limited reading ability will enjoy.

*Understanding Our United States Through Its Folk-Lore and Music:*

*Bakeless*

Story Lives of American Composers. Stokes.

Birth of a Nation's Song. Stokes.

*Barnes*

I Hear America Singing. Winston.

*Beath*

Febold Feboldson. Univ. of Nebraska. (Lore of the Great Plains)

*Botkin*

Treasury of American Folklore. Crown.

*d'Aulaire*

The Star Spangled Banner. Doubleday.

*Felton*

Pecos Bill. Knopf.

*Harper*

Where the Red Bird Flies. Dutton. (Lore of the South)

*Harris*

Uncle Remus Stories. Houghton.

- Henry*  
My American Heritage. Rand
- Irving*  
Legends of Sleepy Hollow and Rip Van Winkle. (Several publishers have attractive editions of this work.)
- Jagendorf*  
New England Bean Pot. Vanguard.
- Jones*  
Spooks of the Valley. Houghton. (Hudson River Valley folklore)
- Kinsella*  
History Sings. University Pubs.
- LeSeuer*  
\*Little Brother of the Wilderness. Knopf. (J. Appleseed)
- Lomax*  
Folk Songs U.S.A. Duell.
- Lowndes*  
Ghosts That Still Walk. Knopf.
- Lyons*  
Stories of Our American Patriotic Songs.
- Vanguard.
- Malcolmson*  
Yankee Doodle's Cousins. Houghton. (Heroes in legend)
- Miller*  
Heroes, Outlaws, Funny Fellows. Doubleday.
- Peck*  
Pecos Bill and Lightning. Houghton.
- Purdy*  
He Heard America Sing. Messner. (Stephen Foster)
- Rounds*  
Ole Paul, Mighty Logger. Holiday.
- Shapero*  
Casey Jones and Locomotive 638. Messner.
- Shepherd*  
Paul Bunyan. Harcourt.
- Wadsworth*  
Paul Bunyan. Doran.
- Wheeler*  
\*Stephen Foster and His Dog Tray. Dutton.

## The George Docks of Pennsylvania

MRS. S. A. WALLACE

Washington, D. C.

About 1710, a Christopher Dock came with some Mennonite immigrants escaping from persecution in Europe, to settle on the lands of William Penn in Pennsylvania. The Mennonites were friendly with Baptists and Quakers. Though the dates of Christopher Dock are given as 1698 to 1771, little is really known of his personal life. From 1718 to 1728 he was a wonderful schoolmaster in a little house on the Skippack. From 1728 to 1738 he tried farming; then he went back to teaching and taught until he was found dead, praying on his knees for his pupils in his school house. Under pressure from those who knew and admired his work with children, he had allowed to be published for a help to young teachers his *Schulordnung*, a few magazine articles, and hymns for children, of 24 stanzas. His *Schulordnung* is noted not only as the first text on teaching, but also because its precepts are in general much like those of the modern texts for teachers' colleges.

His biographer, Martin G. Brumbaugh, gives Christopher Dock two daughters: Margaret Dock, wife of Henry Stephens of Salford; and Catherine, wife of Peter Johnson of Skippack. No sons are recorded. But he perhaps had nephews, for the Docks are plentiful in Pennsylvania and other states east and west.

The Mira L. Dock collection of letters in the Library of Congress has a varied correspondence of the family from 1814-1900. There is no letter of old Christopher, but there are many which show the varying interests of these Pennsylvania people in that time.

Perhaps the most interesting are those written by Doctor George Dock to his fellow surgeon, Doctor William D. Reinhardt, who had emigrated to Brazil. This George Dock was for a time a Civil War surgeon.

Dr. Reinhardt had, like many Southerners in the Reconstruction period, emigrated to



Brazil. Like the Confederates there, he seems to have failed and gladly returned to Pennsylvania. He must have had a great admiration for Dr. George for he kept all the Doctor's long letters and brought them with him on his return. These Dock letters may be especially interesting to the hunters of today in their description of the Pennsylvania forests and the plentiful game there in 1860.

Few notes are needed for these simple letters, and unfortunately those that are needed cannot be given, for there is no printed material to be found on the subjects of which the Docks write.

The group of letters selected starts with the one written to Dr. George Dock by Reinhardt in October, 1859, shortly after the latter reached Brazil.

Harrisburg, Oct. 7th, 1859

My dear Doctor,

Last evening whilst down in the White Hall oyster cellar, I was tapped on the shoulder by our old friend James! and I was delighted to see him and particularly to hear of you. I received a letter from you, written on board the ship, with the photographs in it, one of which I have and prize highly, one I sent Gilliard, the other one we had framed in a daguerotype case and laid on our parlor table. Miss Sallie came in a few weeks ago, and when she left, she put this framed one into her pocket and took it with her! She declared she would keep it and never give it up! I wrote to you about the 1st of May, and then again in August. The latter one had also one from Gilliard inclosed with it and a photograph of mine. I received your letter dated at Rio on the 28th June, but none since, and you had not then received any of my letters. I also sent you some papers once or twice. I am anxiously awaiting a letter from you now that I may know more about you since you are fairly in your new home and started in business. As I suppose you will, or have, received my other letters, I will not now repeat all therein contained. I have spent this summer in travelling about among the mountains in Lycoming Co. and upper end of Dauphin Co., and spent a week at Hopewell, have had some fine hunting, and on the 30 of July—the anniversary of my wedding day—I shot a fine deer in Lycoming

Co. I then wished for you. We had made our arrangements for another encampment at the old spot "Camp Maria," on the 22nd of this month, but I received a letter yesterday from Uhler, saying he had to go to Washington to buy copper on the 25th, and shall now be unable to come up this Fall. I also received one from Gilliard this morning, saying Bil Foster is still in bed, just recovering slowly from an attack of typhoid fever. Gilliard and his family are well, and he is now doing well up there. They are building a railroad from Hopewell to Bedford. It runs past his shop, crosses Sandy Run at the little bridge, and runs along the bank of the river, right up past Bil Foster's place. Bil now lives near Bloody Run. Gilliard and I were over to see him when I was up, and had some fine squirrel shooting there. I have been down to the White House and over to the big swamp you and I hunted in last fall before Highspire, twice within the last few days, waded through the swamp half a day and shot 19 rail, then one partridge out in the field, all on the wing. Then went over to those islands and shot a big musk rat, thinking it was a big duck, bobbing along among the grass and the rushes. Partridges are very plentiful this season. Brooks shot nineteen last Monday. I am going out tomorrow after them. The weather is now delightful, and I am improving in my shooting very much. But my companion in arms, *Old Pap*, is not with me, and I appear to care about no one else. Brown and Brooks have called me frequently to go with them since you left. Brother Wil and Bil Lawrence sail on Wednesday next for Cuba, where they intend spending a couple of months. Lawrence is in bad health. Charley Baumart is getting along pretty well. The Penn R.R. is going to build their shops here and take this for their headquarters instead of those at Parkersburg, and that will bring a thousand or two more people here to our town and be of advantage. I have been doing a number of nice operations this summer and fall, and then intersperse every few days with a turn with my old Greener.<sup>1</sup> I have been in excellent health. Clara and Lillie are both well, and Lillie's grown as tall as her mother. Clara and Lillie want to write a few lines to you. But Oliver leaves in an hour or two from this and

Lillie is in school. I fear they will be disappointed. I shall send with Oliver a genuine Meerschaum pipe which I wish you to accept as a slight token of my regard for you, and which you can sit down and smoke and think of me, and of our old and happy times. Keep it to remember *Old George*.

Let me hear from you often, and give me your address if changed. I directed my letter to Maxwell, Wright & Co., Rio Janeiro &c. Here comes Oliver into my office this minute, and I must close as his time for departure is close at hand. One & all of our family send their love to you, and now, my good Old Fellow,—farewell!

Your true friend

George Dock

W. D. Reinhardt, M.D.

Brazil

Somewhere!

Harrisburg, Oct. 18, 1861

My dear Friend:

I was this week much gratified to receive again a kind letter from you, dated 10th Sept. I believe as the letter is now over at the house and I forget the exact date.—I must first apologize to you for not having written this summer, and my apology is the fact of my having been so scattered around loose in mind and body as to have had little time or opportunity to write to anybody, except on business, of which I have had more writing to do than desirable. I find you are now aware of my troubles. Oh! how often I wished for you to be here and go with me as my assistant surgeon here in the Army. I had a commission sent to me early in the War, 29th April is the date of my commission. I immediately procured my uniform, buckled on my sword, etc., and fully equipped in the surgical way, I entered the field as chief surgeon to the 16th Penna. Regiment of Volunteers. After serving there a short time, I was recalled and appointed Adjutant to the Surgeon General, and placed as one of three composing a board of Med. Examiners to examine candidates for surgeons in the U. S. Army. I served there and on other special duties for three

months. I was then sent for again and tendered an appointment as of Chief Surgeon to a Brigade, called Brigade Surgeon. A Brigade, you know, is composed of four Regiments of 1000 men to each regiment.—Unfortunately my mother was then lying in bed in a critical condition and not expected to live, and she begged me to remain with her. This was, of course, my first and imperative duty, and I obeyed. I declined the high position offered me, and took my place night after night by the bedside of my dear mother, where I am yet, she having recovered to some extent but yet is very feeble and confined. I could have had you appointed as Surgeon to a Regiment without any trouble as I was in the position to have done it.

Be not uneasy about our glorious Government, and the solid old North. We are firm and united, and in less than six months from this date the rebellion and all traitors of the land of Dixie will be wiped out cleaner than a grease spot from a coat by Morphine. Old Pennsylvania has now nearly Fifty thousand men in the field, and we have five or six thousand more in our state camps near our city, under drill and will be ready for the field in ten days from now.

You should be here. Everything is life, business in our city better than ever. The drum rolling this minute through the streets. We have a splendid camp on the hunting park grounds, above town, and two camps between town and the *poor house*. Thousand after thousand of soldiers passed and are passing through here from N. Y., Penna., Ohio, Indiana, Michigan, Wisconsin, Rhode Island, etc., etc. Bands of Music, Cavalry, Artillery, and Infantry are common as everyday matters. We are indeed a Military people, and this War will show the World at large what we *can* do. There are over Two hundred Thousand well equipped and disciplined troops in and around Washington City! Then we have as many more along the Western borders in Kentucky, Missouri &c, and now under the eye of the Modern and American Bonaparte—Genl McClellan (a son of Geo. McClellan), things are being put into a splendid and effective state, and soon as cool weather comes, there will be the most

gigantic and magnificent battle, or series of battles, you ever read of, and *Dixie must come down!* Kentucky is with us, much to the disappointment of the Southern Seceding States. Col. James should be here. Harvey Brown is a Captain of Infantry in the Regular Army. Capt. Eyster also, permanent appointments. John Gottschall is a Lieutenant. Harry McCormick was a captain in the first three months Service of Penna. Volunteers, a company of our picked young men called the "*Lochiel Greys*," Ned Pollock, Geo. Fisher, etc., etc., etc. I have been doing a fair business in my office this year, an operation every now and then and fair fees. Gilliard and I took a week at our old camp "*Maria*" in September, and Bil Foster was with us. Bil shot a deer, and Gilliard shot two wild turkies [*sic*]! I took the pheasants and squirrels. The deer and turkies have not been as plentiful for several years up there as they are this fall. Oh! how we wished for *you*. We had a delightful spell of weather, and were out a week. I hunted old *Rough Creek* this time, and what a wild, romantic, and beautiful place it is! I sold my new Greener gun that I brought from London and have the one you got for me. I want no better. I had a splendid pointer dog presented to me lately, he is two years old and thoroughly broken, and a second old Don. He was purchased in Lancaster and presented to me. I shot eight birds over him day before yesterday.

Partridges are plentiful this Fall, and I can shoot 'em now! All I want is "*Old Dad*" for my companion! The boys are all well. Bob Muench's brother Jos took sick whilst out in Capt. McCormick's camp, and died at his father's upon their return. Jo Knipe is Col. of a regiment. I cannot give you a detail of all of them. I mean of our boys that are in the Army. We have a splendid steam fire engine now. Judge Pearson was re-elected Judge this month for *ten years* more. No opposition. Everybody voted for him. Sallie Boas is as blooming as ever, and inquires after you occasionally. Gilliard and family are well. I gave him your letter, and he will write soon. He lives here now since April. Sold out his shop to Ashcorn, his partner. Our old Arsenal looks quite military now. About twenty pieces of brass artillery arranged in front of it. Work

going on within and sentinels treading their steady beat around it day and night all summer. . . . Gilliard and I have now a fine *camp chest* with kettle, dishes (tin), tin bottles, Sugar and Coffee boxes, butter box, Axe, etc., etc., etc., all snugly fitted in. We had it up this Fall and intended going up again but cannot leave Mother now. We hope to see the day though when *you* and *he*, and *I* and *Bil Foster* shall surround the old chest at "*Camp Maria*." Sh! didn't we drink to your health and memory every day we were there? We did that!

Harrisburg, March 20, 1862

My dear friend Reinhardt,

Your welcome letter of 22nd Jany came to hand about the 7th of this month. Its contents gratifying, and the Portuguese prescription duly appreciated; the raspberry syrup is a common article with us you know; but give me the Cognac or good old Uhler Lightening whiskey! for a long steady drink! I should like to see *Pap* galloping down the streets of San Paulo mounted on his black steed, looking like a little Major of our Cavalry on a charge against our rebellious brethren of the South. . . . Well, as to our country, it will smile in a more glorious condition of prosperity and important power among the nations of the World. Rebeldom is now inarticulo mortis, and on the coming 4th of July there will be the biggest celebration and rejoicing you ever heard of. We shall have peace before that, and the Union will be handsomely restored in all its beautiful proportions and increased power and majesty. We have had an unbroken series of brilliant victories, one after the other, this Winter and Spring, and have routed the rebels at all points, and are daily expecting to hear of the great and final blow by our Army of the Potomac under Genl McClellan, who is a second Napoleon and who is now in Virginia with a magnificent army.—The famous Manassas of the Rebels (on the Potomac) is now in our hands and occupied by our troops. Winchester, Charlestown, and all in our possession and Genl McClellan is on his way to Richmond, the rebel army from Manassas flying before him in desperate hopelessness. Down South and out West we have achieved wonderful victories

this winter and spring. Routed them out of Kentucky; then took Fort Henry in Tennessee, a stronghold of theirs; then on 10th February stormed and took Roanoke Island in Albemarle Sound, capturing all their batteries and several thousand prisoners, arms, ammunition, etc., etc.—a great victory. Then about ten days after that we attacked one of their supposed impregnable extensive works, Fort Donelson on the Tennessee River. There they had tremendous fortifications and about 25,000 men, under Gens Floyd, Johnston, Buckner, etc. After two or three days of hard fighting, our boys whipped them, they surrendered, and we took about 15,000 prisoners, all their arms, cannon, ammunition, stores, and guns. Floyd sneaked off during the night with about 5000 men. Buckner and Johnston were taken and are in Fort Warren at Boston, our prisoners. This was a desperate battle, and our men fought equal to the heroes at Waterloo. Now, a few days ago Genl Burnside—one of our bully boys with his gunboat fleet &c took Newburn, North Carolina, another important point and thoroughly fortified, and a grand victory. Out West we have whipped them from post to pillow, and taken fort after fort, and whipped them clean out of Missouri. We have also taken Nashville, Tennessee, and in short are just on the eve of a complete crush of the whole affair. Hallo! just this moment, while writing this in my office, comes a friend with the news that Yancey has been taken down at South Carolina a prisoner Hurrah for that! Yancey, you know, was a Senator once in Congress from Florida, and a damned bad man he has turned out to be in urging on this rebellious course to make capital out of it.

Yes, Doctor, you may bet your life upon it, the next letter I write to you will contain the news of peace, harmony, and prosperity. And one thing I wish to impress upon you and that is this—the American Nation, the U. States,—has now shown the world that she can turn out an army of invincible, brave, disciplined soldiers of a million of men, in case of any foreign power invading her shores. And for will, bravery and military power, she stands No. 1 on this globe on sea and land, and if ever England attempts to insult her again, America will reduce her to a level that she

deserves and has thought herself beyond being brought to by any *single* nation on earth. Instead of the quiet Quaker like peaceful nation that we have been, undisciplined and unprepared for war, we are now a formidable, disciplined, fortified power, and *will be so* henceforth. This war has been the best thing that could have happened to this country and will give her a position henceforth that she never before enjoyed.

The old Keystone State of Pennsylvania has some 125,000 well disciplined soldiers in the field, equipped, dressed, and drilled equal to that of the old U.S. Regulars. Our Navy has been built up to a fighting standard, and we are now building a fine lot of formidable iron-clad steamers with which to fortify and defend our Eastern Seaboard from Maine to Florida. Lincoln has proved to be a trump, and Genl Cameron, who was Secretary of War, was turned out, and Stanton from Pittsburgh put in his place, and he is a whole team. Young Genl McClellan (son of the great surgeon Geo. McClellan) has been appointed Commander-in-Chief and takes the worthy, beloved, and great—but aged—Gen'l Scott's place. Indeed Scott resigned on account of age, and he pointed this young Genl McClellan as the Gen'l of the Age, Old fogysm had died out and Young America now takes the helm. All honor to Gen'l Scott. He is a patriot, and a soldier of the highest class, but to our regret, he has lived out almost his allotted time, being near 80 years of age.

I wish you could take a walk with me to our once quiet, neglected, little Arsenal on the hill. I was up there this morning, and there were the sentinels beating their heavy tread around it, and no less than about fifteen, shining brass cannon mounted and pointing their mouths at you from all sides! And yet Harrisburg is quiet, business flourishing, and building going on as though there were no war in our land! Our Soldiers have nearly all left their Camps in the neighborhood, and are on their way to victory under their beloved McClellan, who is now in the field at their head. So much for War news. . . .

I am out of the Army now and doing a good office practice. I had some fine hunting last Fall and have a full bred pointer that was pre-



sented to me last Fall about the time I wrote to you. He was raised in Lancaster and bought there by a gentleman who brought him to me as a present, and is a second old Don. He is said to be the finest bred dog in Harrisburg, and as to his qualifications he cannot be surpassed. The Setter pup I had I gave away. This dog is about 4 yrs. old, liver colored and flea-bitten white—beautifully marked, with a noble head on him, and a regular old coxer like your Donn. I shot quite a number of partridges over him last Fall, and expect to have a glorious time next Fall. The Winter has not been a severe one and birds are plentiful. I intend going down towards Highfire after snipe next week. I have my old Greener gun yet that you got for me and it is in fine condition. I would not take \$100.00 for it. . . . Mother and Father send their kind regards to you. Present my kindest regards to Col. James, and with much love believe me to be as ever, Your nephew and Steadfast friend

George Dock

Harrisburg, May 6, 1866

W. D. Reinhardt, M.D.

My dear Friend,

It seems so long since I have heard from you, I feel like knowing where you are and what you are about! I passed through Philada. about a week ago on my way to and from Jersey, but I had not time enough to hunt you up. Mrs. Dock and Lillie have been in Philada since Tuesday last and will return home on Tuesday next. They have been stopping at our cousin Luther Dock's, 90 North Broad St., and are either there yet, or at Miss Terry's Boarding House, on Girard Row 1117 Chestnut St.; Gilliard went down yesterday and returned with Clara and Lillie on Tuesday.

In about two months from now we shall have a turn after woodcock, and I have an invitation to a place where there is fine shooting. By the way, as I have no less than four guns now altogether, short guns and rifles, I am almost inclined to part with some of them. And as a less valuable gun remains for all the shooting I can do, I believe, if I can get \$150 for my Greener, I will let it go as I want the money just now, having quite recently purchased a

valuable and high-priced pair of horses in Jersey that has reduced my pile to a very anaemic state!

If you hear of anybody who would like to have my Greener, please let me know. It is in splendid order, not a particle abused in any way. I have used it but little and kept it like a new pin, and I know they can't import one like it today for less than \$250.

How is David? Please remember me kindly to him, and let me hear from you soon.

With kindest regards Your sincere friend

George Dock

Harrisburg, May 11, 1866

My dear Doctor,

I received your reply to my letter, and was quite surprised to find you about to locate in Norristown, but think well of your selection: it is certainly a pretty place and fine country surrounding it. I wish you well with all my heart and only regret we must be so widely separated. You must let me hear from you every now and then, and let me know how you are prospering. And in July I must have your company for a day or two on a piece of fine wood-cock ground that my friend Dr. Herring of Mechanicsburg, has invited me to visit with him. When I wrote to you relative to the gun I thought Brooks would be glad to have it if you mentioned it to him, as he has been soliciting me for two years past, to let him have it, but I afterwards telegraphed to him asking him the question, "what would be the most he would give for it, to which he replied as though he did not want to buy. As you may hear of some friend who would be glad to get as good a Greener as this one is, I have concluded to put it at the lowest dollar I would take for it, and that is \$125. I know that no one can import one equal to it at this time for anything like such a sum, and did I not need a little extra money just now as much as I do, I would not part with it at all, but I have another good one, though not a Greener, so I will let it go if I can get the above amt. for it, if not, I will keep it.

My horses are coming out right, they are birds and going to beat anything about this country. Mrs. Dock and Lillie have returned

home, and were pleased to hear from you through me. They desire me to convey their compliments to you and say to you "Now get a wife"! Father also sends his kind regards and wishes you good success. Gilliard and his wife were near Norristown last week on a visit to some of her friends there.

I received a letter from good old Bil Foster a few days since, and he has returned to Broad Top, and lives near where we were encamped, the first time we were up. He repeats his invitation to you and me to come to pay him a visit this Fall, and give the pheasants and turkies and deer an old fashioned Rip! He shot them around there last fall a year.

We have doubled our number of Doctors in Harrisburg during the past year and have a new drug store in Hemming's new building, nearly opposite my office. But none of these interfere with my practice any. I have my own field and appear to go along unmolested. Alstead is again flourishing and getting some practice. Poor Devil, I pity him. Good night!

Yours Fraternally,  
George Dock

To W. D. Reinhardt, M.D.  
Norristown, Pa.

Harrisburg, May 27, 1866

My dear Friend,

Your favor of the 24th inst. came to hand duly. As to Greener, I thank you kindly for your offer, and although I should never think of taking a hundred dollars for it from anyone else in the world, yet did I part with it at all, you should have it for that without a word. When I offered it for sale, I was induced to do so simply because I felt like owing nobody a dollar, and I had, as I told you—paid such a price for those matchless colts that I overdrew my account in Bank a couple of hundred dollars and felt a little poor for the time being. But matters have already occurred which change the state of my finances and I am all *Hunk!* And now, no money, scarcely, could induce me to part with my old trusty friend, the *Greener!* When I took it down from its rack and thought of letting it go, a multitude of associations, of happy bygone days, clung around it and almost spoke out to me in

audible tones—"Dad Reinhardt! Trip to Mike Palm's! Old Steiger's *Bleu Mouton* Hotel! Locust Grove squirrel hunts. Partridge hunts. Old Broad Top! My first deer shot with it in Lycoming Co. My first turkies on Broad Top! Camp Maria! Two weeks glorious camping again last Fall on Broad Top! And two weeks in anticipation there with Bil *this* Fall and etc, etc, etc.!!!" My heart failed me and echoed from its depths "I cannot let thee go! I will rue the day. I tell you, I have never yet sold or deserted a friend. I can not, even, this inanimate one now. You must pardon me, and I know you can, for no one knows me better, nor could appreciate better my feelings. I need not assure you that the amt. of money, asked or offered, has nothing to do with my decision. Not a moment. Had I sold it, and had Brooks or anyone else offered me \$125, and you \$100, you should have had it without reserve.

I have had several more surgical cases since I wrote my last letter to you, and they brought me right up standing. If I choose to work, I can make as much money as I want. Should I go to old Broad Top this Fall, without old Greener on my arm, half of the romance would be gone, and I feel no confidence in my shooting. Bil's address is

William Foster  
Six Miles Run  
Bedford Co., Penn

Write to the good old Soul. And if you can possibly arrange it so as to get off a few days about the latter part of October, you and I must put in a few days on Broad Top with Bil.

On Friday night last our new Harrisburg bridge burned down clean from the toll-house on this side to the Island. The Market St. Bridge, no one knows whether it was set on fire purposely or not. The old flats are now ferrying again as they did whilst this bridge was being built some years ago.

Our folks are all well and unite in kind regards to you. Let me hear from you at your leisure again—and believe me to be as ever—

Your Sincere friend

Geo. Dock

<sup>1</sup> William Greener of Birmingham, England, inventor of the first expansive rifle bullet.

# The Indian Ocean

JOSEPH ROUCEK

*University of Bridgeport, Bridgeport, Connecticut*

More than 70% of the total surface of the earth is covered by the world's oceans. This enormous water area includes the Pacific Ocean (70,000,000 sq. miles), Atlantic Ocean (35,000,000 sq. miles), Arctic Ocean (5,000,000 sq. miles), and the Indian Ocean (30,000,000 sq. miles). Actually the ocean basin of the area we are discussing is considerably smaller since these figures include the marginal seas—the Indian Ocean possessing some five of them. More specifically, the Indian Ocean is “hardly an ocean at all—but just a name given to the southern sections of the other oceans contiguous to the Antarctic Continent.”<sup>1</sup>

It is a minor portion of the earth's water which covers the region between the Cape of Good Hope and Cape Leeuwen in Australia and north of the line connecting them.<sup>2</sup>

The Indian Ocean has its western boundaries in Africa and the thousand-mile-long coast of Arabia called the Hadhramaut; on the east it is bounded by Burma, Thailand, the Malay Peninsula, the East Indies, and Australia. In the north it divides into the Arabian Sea and the Bay of Bengal—with India between these two forks. In the northwest corner it extends into the Gulf of Aden and the Gulf of Oman. The first extends its connections to the Red Sea and through the Suez Canal into the Mediterranean and through Gibraltar into the Atlantic. The Gulf of Oman has Basra at the end of the Persian Gulf; it connects Iraq and Iran with Turkey (and thus also the Dardanelles), and U.S.S.R.'s Caspian Sea. “From either the Gulf of Aden or the Gulf of Oman northwest to the North Sea is the shortest and most practical line along which to cut the land-mass of Europe-Asia-Africa neatly in two and dominate it strategically.”<sup>3</sup>

Continuing a survey of the Indian Ocean from the west to the east, we come to the Bay

of Bengal, after by-passing Cape Comorin and Ceylon. At the top of this Bay of Bengal lies, beyond India, not only the state of Afghanistan, but also Tibet, and the main overland roads to China.

Then come the Malay Peninsula, the Indies and Australia to the east, which are connected with three main passages to the China Sea: (1) the Strait of Malacca; (2) the Timor Sea-Aragura Sea-Torres Strait into the Coral Sea (part of the Pacific); and (3) the Bass Strait between Australia and Tasmania. (The southern portion is the open Antarctic).

## *Changing Role in Power Relationships*

Historically, the Indian Ocean began to participate in the trend of European power politics in the 19th century. In 1805, the victory of Trafalgar granted Great Britain the right to consider the Indian Ocean as another British lake. The construction of the Suez Canal induced London to strengthen its hold on the Ocean. The Red Sea was controlled by Great Britain at both entrances, and Aden re-assumed the importance it had had during the Egyptian and Arabian navigation interests in the Indian Ocean. The Suez Canal, furthermore, reinstated the Suez route to the importance it had had as the highway between India and Europe, until Vasco da Gama discovered the Cape route. While Turkey was able to control all India's connections with the west, the round-about African route was quite a long detour to Europe. But the opening of the Suez Canal brought the Indian Ocean much nearer to Europe's core of power control and to an unprecedented advancement of trade.

But the 19th century's concluding decades saw trends changing the role of the Indian Ocean. In 1898 the U.S. occupied the Philip-

pires as a naval power interested also in the Pacific; Japan nearly at the same time, after defeating China, annexed Formosa. France occupied Madagascar in the 1890's, and Germany occupied Tanganyika, a coastline on the Indian Ocean; the occupation of Somaliland gave Germany a seaboard on the ocean. The great powers' rivalries were, furthermore, reflected in the Red Sea. France formed a base at Jibuti, across from Aden. Italy made Eritrea its colony and planned to build a naval base at Massawa, and put forth claims on Yemen.

But the real threats came from Russia and then from Germany, two land powers planning to weaken the sea power, Great Britain. The overland threat to India from Russia led to more than a century of persistent frictions and open conflicts between Russia and Britain. For, from that angle, India is a huge triangular promontory reaching southward from the Himalayan cordillera, the world's most forbidding mountain barrier. The Berlin-Baghdad project of Kaiser Wilhelm II's geopolitical planners before 1914 had also its sinister implications as far as India was concerned, since the Middle East is, in a sense, the nodal point of the Commonwealth.

The grandiose scheme of the "Berlin-Baghdad Railway" project (known in modern times as the "Transversal Eurasian Axis"), was but a short-cut between the Atlantic and Indian Oceans, a sort of backdoor-entrance into the Indian Ocean.<sup>4</sup>

On the eve of World War I, Great Britain's navy controlled the Indian Ocean, although the major European states had interests there. France, Germany, and Italy had territories on the African Coast facing the Indian Ocean. Germany, a Baltic power primarily, had its well-developed scheme for reaching the Arabian Sea and wounding the British domination in that region. But the results of the war put Germany temporarily out of the race to reach the Indian Ocean. The Transversal Eurasian Axis scheme was temporarily halted. Britain acquired controlling interests in the independent State of Iraq, thus establishing a bulwark against the danger from the European north. But the contest for the control of the Indian Ocean continued. France developed Diego

Suarez as a powerful naval base in Madagascar. Mussolini's Italy built Massawa on the Red Sea coast into a great naval base; the conquest of Ethiopia was another step in the scheme of the Duce to promote his grand scheme. But Mussolini's scheme to unite Abyssinia and Eritrea into a great land empire was only half completed when World War II broke out. At the same time, Great Britain invested a great fortune in building Singapore into the Gibraltar of the East, and in the creation of a small Royal Indian Navy.

The beginning of World War II changed entirely the situation in the region. The downfall of France and the Italian intervention in the Mediterranean and the Red Sea made England ineffective as the master of the Indian Ocean, especially when the main fighting began to take place in the Pacific. Japan started to extend its control along the Chinese coast. "After a short siege Singapore surrendered and the safety and security of the Indian Ocean, for one hundred and fifty years a British lake, had vanished at one stroke. . . ."

#### *Strategic Aspects During World War II*

During World War II, India, however, proved to be of utmost importance to the Allies fighting in the Pacific. The strategic aspects of the Indian Ocean were closely bound up with the situation in the Pacific. The Japanese threat of 1942 for a while compromised the safety of India and threatened the Allied control of the Indian Ocean. This threat induced the United States to maintain considerable military force in India and in such places as Burma. With the invasion of Burma and Indo-China by the Japanese during World War II, India's northern borderlands assumed new importance, as strategic gateways into Asia's interior. Iran, for example, was one of the main links between the U.S.S.R. and the Allies; Soviet-bound supplies were unloaded at seaports all the way from Karachi (now Pakistan) to the head of the Persian Gulf; from these trans-shipping points, they were hauled across the deserts and mountains of Iran, by rail, motor trucks, and even by animal caravans, to the shores of the Caspian Sea and to the Soviet railheads in southern Turkestan. Indian seaports were additional gateways into China.



With Japan's blockade of China's coastline and the occupation of Burma and Indo-China, the only supply routes into China's unoccupied territories for a while were desert roads across Sinkiang, mountain trails over the outlying ranges of the Himalayan cordillera, and an airline from northeastern India.

#### *Air Network*

In fact, air transport played here a role of exceptional importance in the war efforts of the Allies during World War II. There was a considerable period during which the Mediterranean route, and Japan's attack in the Pacific and in southeastern Asia placed a heavy burden on the Indian Ocean airlines. Trans-African air-routes connected with a British line to Teheran, Karachi, and Calcutta. At Teheran the airline connected with a Soviet line running to Moscow. And from Calcutta Chinese national planes flew over the mountains to Chungking. The liaison of the trans-African link thus completed a system of airways extending from Chungking, Calcutta, and Moscow to London and Washington. In turn, it connected with the major Allied capitals, and became the lifeline of the United Nations.

One network extended outward across the Pacific. A branch, the pioneer line to the Philippines and China via Hawaii, Midway, Wake, and Guam, was, for a while, disrupted by the Japanese invaders. But the southern route to New Zealand and Australia was developed and extended and eventually played an important part in the war in the Pacific Ocean. These intimate relations showed that the security of the Indian Ocean cannot be separated from the situation in the Pacific, and the three major and two minor routes to the Indian region from outside. The major routes run from the Atlantic round the Cape; through the Middle East by way of the Suez Canal or the head of the Persian Gulf; from the Pacific by way of the Straits of Malacca or Suda or the Malay Peninsula. The minor routes are through the northwestern passes of India and through the northern passes of Burma and Assam.

#### *Contemporary Aspects*

The strategic position of the Indian Ocean became even more important after the elimination of Japan at the end of World War II. The

strategic importance of southern Asia has become even more glaring than during the war days. It took only a few years to realize that the threat offered by Communist China, nearer, geographically, to the region than Japan, and with large and powerful Chinese settlements scattered through the area, was the focus of international problems.

At the same time, the growing nationalistic demands of the South Asian states, the former imperialist system built around Great Britain's supreme power over India, began to collapse. Britain was forced to give up India, and acceded to the creation of an independent Pakistan, an independent Ceylon, and an independent Burma. Indonesia and Indo-China began to struggle for their independence, and soon received Communist support from the Chinese Communist armies pressing to the rimlands of Asia. The successes of the Chinese Communists, the Korean war, and the absorption of Tibet into the Communist orbit, have made India the only really major obstacle which stood between Soviet Russia and attainment of its ultimate aim of conquering Asia. India, sitting on the Indian Ocean, is the largest non-Communist nation in Asia.

Today, the Indian Ocean and its area is as unstable as the Balkan region has been in the past. With the Communist forces pressing on the northern borders of India after absorbing Tibet), and supporting the independence and guerrilla forces in South-East Asia, the area is a vacuum which the Indian leadership is trying, not too successfully, to fill. With the departure of Great Britain as a sea power from the supervision of India's fortunes, Russia is now grasping for the Indian and South Asian land mass by way of Tibet and the related borderlands (including the Middle East area).

#### *Mauritius (formerly Ile de France)*

This mountainous island of volcanic origin in the Indian Ocean, about five hundred miles east of Madagascar, was discovered by the Portuguese early in the 16th century. Roughly oval in shape, it is forty miles long and half as large as Long Island. But it is one of the earth's densely settled areas. The largest of many racial groups represented by the island's

425,000 people are sugar plantation laborers from India. They were brought here after Great Britain passed the law abolishing slavery in 1833. Most of these Indians are Hindus. Sugar cultivation is the leading industry.

Because the island lay on England's route to India, as a possession of France, the island was a menace to British ships during the war between France and England, at the beginning of the 19th century. So the English captured it in 1810. But the French customs and language are still used. The island is a cable junction to Durban, Aden, and the Keeling or Cocos Islands. Port Louis, the capital, is a defended port.

#### *The Cocos Islands*

Australian airmen and engineers moved into the lonely Cocos Islands, beauty spot in the middle of the Indian Ocean, in 1951, to make a strategic new air base and stopping place for aircraft flying between Britain and Australia. The islands, 1,700 miles northwest of Perth, western Australia, have the world's most perfect coral atoll and what some people say is the world's best climate. Automobiles, newspapers, and taxes have been strangers to the islands.

This paradise was first linked to the rude outside world by a cable station. The German raider *Emden* sent a landing party ashore to wreck the station. The operator sent an S O S first, though, and Australia had its first naval victory when, in 1914, the cruiser *Sydney* sank the *Emden*. Its wreckage still lies off the Cocos Islands. In World War II the Japanese shelled the cable station. Later the Allies moved in. Cocos was to become a British bomber base for Admiral Lord Louis Mountbatten's attack on the Japanese in Malaya and Indonesia. British troops cut down 21,900 palms to make airstrips, and remunerated the Clunies Ross family; later 10,000 British, Canadian, Australian, and Indian servicemen manned the new air base, known as "Tiger Force."

#### *Indian Ocean and the Strategic New Air Route*

Long before the ANZUS pact, it was American-Australian cooperation which laid the foundation of a significant event in Sydney, when a Qantas Empire Airway plane was

headed for Johannesburg on the first regular air service across the Indian Ocean.

Of the world's great ocean tracks, only the Indian Ocean had awaited this conquest by air lines. Much was heard of the fact that the three-day schedule of over 8,400 miles (2,000 across the Australian continent from Sydney to Perth), meant a saving of four days on the present air trip to South Africa. More important, with the threat of Communism developing in Indonesia and extending to Malaya, and in the midst of the Egyptian uncertainties, was the strategic fact that Australia and Britain had an alternative air route through Johannesburg as quick and effective as the established one through Djakarta, Singapore, and the Middle East.

This alternative route was discovered by Richard-Archbold during World War II, when the Australian authorities approached him for the charting of the Guba, in order to find an alternative to the air route through Singapore, Cairo, and Europe—thus helping to set up in these islands Indian Ocean naval and air bases for anti-submarine patrols and a war of attrition against the Japanese in Burma and Malaya. This blazed the trail for a southern route with Australian-African-South American links, linking together Australia and the other great land masses of Africa and South America.<sup>6</sup>

<sup>1</sup> E. A. Mowrer & Marthe Rajchman, *Global War, An Atlas of World Strategy* (New York: W. Morrow & Co., 1942), portions of which have been reprinted in Harold and Margaret Sprout, Eds., *Foundations of National Power* (New York: D. Van Nostrand Co., 1951), p. 227.

<sup>2</sup> From Cape Town to Fremantle, Australia, is 4,711 sea miles; from Karachi to India's Bay is over 4,000 miles.

<sup>3</sup> *Ibid.*, p. 229.

<sup>4</sup> For more details, see: Sidney B. Fay, *The Origin of the World War* (New York: The Macmillan Co., 1928); A. F. Pribram, *Austria-Hungary and Great Britain, 1908-1914* (New York: Oxford University Press, 1951); C. L. Sulzberger, "German Preparations in the Middle East," *Foreign Affairs*, XX, 4 (July, 1942), pp. 663-678; E. Moravec, *The Strategic Importance of Czechoslovakia for Western Europe* (Prague: Orbis, 1938); E. M. Earle, *Turkey, The Great Powers, and the Bagdad Railway* (New York: The Macmillan Co., 1923); J. B. Wolf, *The Diplomatic History of the Bagdad Railroad* (Columbia, Mo.: University of Missouri, 1936), is a reconsideration of the problem in the light of the material which has become available since Earle's work was published. According to G. P. Gooch, *Before the War*, Vol. II, *The Coming of the Storm* (New York: Longmans, Green & Co., 1938), there was never such a menace as a *Drang nach Osten*. The first

prophet of the German pressure to the Indian Ocean was Friedrich List, who favored it in 1838 in his *Das nationale System der Politischen Oekonomie*; forty years later his forgotten cry was propounded by Paul Dehn in his numerous works, and in 1892 Kaerger's *Kleinasien, ein Deutsches Kolonisationsfeld*, aroused considerable interest.

In 1903 Paul Rohrbach suggested in his *Deutschland unter den Weltvorkern*, the creation of an "auton-

omous and nearly closed sphere of production and consumption." See also: P. W. Ireland, "The Baghdad Railway: Its New Role in the Middle East," *Journal of the Royal Central Asian Society*, XXVIII, Part III (July, 1941), pp. 329-339; M. K. Chapman, *Great Britain and the Bagdad Railway* (Northampton, Mass.: Smith College Studies in History, 1948).

<sup>5</sup> Massey Stalney, "Conquest of Indian Ocean," *New York Herald Tribune*, August 24, 1952.

## Of Time and the Indians

ELIZABETH DUDLEY FERRY

Oklahoma City, Oklahoma

The concept of time is a difficult one for children to grasp. At kindergarten age they are not always clear as to the meaning of the words yesterday and tomorrow. Three years later they may still be very hazy about time relationships, yet at this age or even sooner, most of them are plunged into the study of Indians and pioneer days. At this age level everything which happened before the children were born tends to be lumped together in their minds; it all happened "a long time ago." Since even the division between the real world and the world of make-believe may not yet be entirely clear to such young children, it would seem worth while to devote considerable patient effort to making the time concept more meaningful to them.

With this thought in mind, it was an interesting experience to watch a group of beginning fourth grade children discuss the growth of their own city by going back a few years at a time from the present. It was most revealing to begin with what the children knew, or thought they knew. This group, a summer demonstration class, came from thirteen schools widely scattered about the city. Most had already studied Indians and pioneer days, but obviously they were not all clear on how long ago such days were.

Source material on the history of Milwaukee on the children's reading level is not available, so they had to rely mainly on asking parents, grandparents and neighbors about the old days. Too, it was surprising how often it happened that the better readers were able to look up a

point in an adult book, and report to the class when a debate arose which specially interested them.

Many people who are not too familiar with the eight to ten year old were amazed at the misconceptions these children (a bright group) had. Actually these were not unusual. It seemed very important to encourage the children to express their ideas freely, without their being told they should know better. Visitors sometimes needed to be cautioned not to laugh at some of the surprising ideas presented. The children themselves showed no tendency to laugh at each other's remarks, but certainly were not hesitant about debating them.

The discussion began with the question, "Do you think that Milwaukee looked different about the time you were born, away back early in the 1940's, than it does now?"

Richard—I think there were Indians around here then.

Joan—Oh no; that was longer ago.

Richard—Well, not many Indians maybe, but a few still.

Susan—Richard, you're away off. Milwaukee was a big city even ten years ago.

Pamela—Yes. It was maybe even a hundred years ago that there were Indians here.

Richard—Not that long, no, but maybe more than ten years.

Jack—There weren't as many buildings on the edge of the city.

Mary Ellen—I know that's true, because I've seen it with my own eyes. I can remember

when ours was the only house in our block, and now there is only one vacant lot.

Douglas—We live on the edge of the city, and I can remember when our street was just dirt. It wasn't paved until about three years ago.

Jimmy—They probably had horses and buggies instead of cars back in 1940.

Ann—They must have had cars because my uncle drives a 1939 Plymouth.

Allan—I saw a 1909 car once. Boy! did it look funny! That's a lot more than ten years ago.

Jack—Probably there weren't as many cars as there are now.

Martin—Well, that's a point, Jack, because Milwaukee probably wasn't as big then, but maybe there were even more cars. 1940 was before the war, and cars weren't as expensive as they are now.

Carol—My doctor has a telephone in his car, but I think people didn't have phones in cars ten years ago.

Sandra—There wasn't any television then.

Patsy—Were there any airplanes then?

Mary Ellen—Yes, I know there were, because I was brought here by plane when I was only one month old.

Martin—Planes weren't as big though. My father worked in an airplane factory during the war, and B29's were the biggest thing made, but there are bigger ones now.

Susan—There weren't as many trackless trolleys ten years ago as there are now. I know because we still had street cars out our way until just last year.

Jack—The filtration plant was just being built ten years ago.

Patsy—Yes, and my mother says that before that, whenever there would be a big storm on the lake, there would be a notice in the paper that everyone should boil the city water before drinking it.

Allan—The air strip down by the lake, and the road beside it weren't there ten years ago.

John—I can remember when the covered parking lots at Gimbel's and the Boston Store were built, so I know they weren't there ten years ago.

Question—How was Milwaukee different

twenty-five years ago, when your parents were children, say about the middle of the 1920's?

Jimmy—I think every house had a hitching post in front of it for the horses.

Susan—No, there were cars then, but I think they were open cars.

Charles—But look at this ad on the back of this 1926 book about Milwaukee. It's an ad for the Yellow Cab, and the car is closed.

Douglas—What an old jalopy!

Robert—But that was a nice car then.

Martin—The new court house hadn't been built then. My father says there was an apartment house there then, and he lived in it.

Carl—Our house out on 68th street wasn't even inside the city limits then.

Pamela—The city wasn't as big.

(Each child traced on his own map the outline of the city as it was twenty-five years ago.)

Richard—Oh boy! Let's do it for a hundred years ago.

(As the discussion progressed, this was done to show the size of the city at several different stages of growth.)

Joan—My mother says there weren't any trackless trolleys or even buses then,—just street cars.

Douglas—My mother says that when she was little there wasn't any Lincoln Memorial Drive. The lake came right up to the railroad tracks.

Patsy—This ad about Milwaukee in 1926 has pictures of all the hotels in it, and there isn't any Schroeder Hotel, so that must have been built since then.

Charles—My father says there weren't many radios then.

Allan—I have a book here, "From Man to Machine." It says that the first regular broadcasting station started in 1920, so there hadn't been any radio programs at all for long.

(As we turned back to fifty years ago, time was taken to discuss the word *century*, and the reason for calling this the twentieth century.)

Robert—I'm not exactly sure about this, but



I believe that the glacier had not quite melted away fifty years ago.

Joan—There's a place in the center of Wisconsin where the glacier never went at all.

Jack—But that must have been more than fifty years ago, because all the animals had to run away ahead of the glacier.

Susan—Well, my goodness, not even plants could grow; everything froze.

Richard (looking in the encyclopedia)—It says here that the last ice age was about 25,000 years ago.

John—There were hardly any cars fifty years ago. Everybody had a horse and carriage.

Mary Ellen—My mother says you could say there were no cars at all then, and you wouldn't be far wrong.

Eli—I found in this book, "Milwaukee, the History of a City" that the first car seen here was in 1899. We could say there were hardly any cars.

Diana—What cars there were scared the horses, and scared the people too.

Douglas—You had to be sort of brave to ride in one.

Allan—Fire engines were pulled by horses.

Joe—Cars were so hard to start, and stalled so often, that horses could get to the fire faster.

Jimmy—They wound the cars up with a big crank.

Richard—I just know there were Indians living here then.

John—We went up north and saw a lot of Indians living in a special place,—a sort of Indian state.

Susan—A reservation.

John—The Indians own the land, and no white person can settle there.

Richard—Well, they still owned land along the river here in Milwaukee in 1900.

Martin—No, I think you're mistaken. It says here in this history (Still) that Indians were seen here until 1850. That's a hundred years ago, so they weren't living here at the first of this century.

Richard—I absolutely know they were. My grandmother saw them and took colored pictures of them in 1900.

Joan—Oh Richard, that's impossible. They

didn't even know how to make colored pictures anywhere nearly that long ago.

Richard—But my grandmother saw them.

Martin—Sure. We can still see them camped out at State Fair Park, but they're just here for show. They don't really live here.

Allan—Some of them aren't even Wisconsin Indians. They come from all over.

Robert—I think the streets weren't paved fifty years ago.

Allan—They must have been just dirt and gravel like they are out in the little village where my grandfather lives.

Joan—This history (Gregory) says that East Water was paved with cobblestones.

Jack—This one (Still) says that in 1900 most of the streets were paved with blocks of wood.

Cecille—This school wasn't built fifty years ago. The stone by the side door says 1908.

Diana—My mother says it was all woods around here then.

Martin—I looked up when movies were invented. There weren't any fifty years ago.

Carol—Weren't there any shows to go to at all?

Martin—Oh sure, but it was real people,—stage shows.

#### 75 Years Ago

Joan—Wheels hadn't even been invented then.

Jack—Oh yes, of course they had. Covered wagons were going away out to California before that.

Carol—George Washington rode in a carriage.

Susan—There were chariots with wheels away back in ancient times.

Joan—Well, anyway, there weren't any electric things.

John—They used gas. There is still a pipe in our house where there used to be a gas light.

Joe—They had gas street lights, and a man had to go around and light them every night.

Carol—The lamplighter.

Sandra—There weren't any street cars. Here's a picture in the history book. I'll pass it around. It shows how they used horses and mules to pull the street cars in 1870.

Susan—They were called horse cars.

In similar manner the group went on to discuss changes in our city in years still further

in the past. Throughout the study, which lasted through the six weeks of summer school, there was no emphasis on the learning of any specific facts. The aim was to help the children to be aware of the changes which are constantly taking place around them, to begin to

be conscious of the fact that the present grows out of the past, and to understand a little better the time it takes for great changes in ways of living to come about. Through this growth in understanding, they may be more ready to study bygone days.

## The Teachers' Page

HYMAN M. BOODISH

*Chairman, Social Studies Department, Dobbins Vocational-Technical School, Philadelphia, Pennsylvania*

School teachers who have to teach a course in United States history in one year face the inevitably frustrating task of trying to do the impossible. Few teachers feel that they can do an adequate job if the course begins with the period of colonization, carries the story up to the present, and has to give emphasis to all the historical events and personalities that have been commonly stressed in our history. What frequently happens is that, as the students approach the more recent phases of American history, less and less time is available for their coverage. The process of weeding out the relatively less important episodes may be attempted by some teachers, but even such efforts are not always successful. Somehow, teachers seem to awaken only when the term is almost over that they better move faster if the students are to "cover everything." In many situations this covering everything is not unlike trying to stretch a few brushfulls of paint over an obviously too large area of wall space. The result is the same in both cases. The "coverage" is too thin.

For those school systems which provide a fairly good coverage of the early phases of United States history (from colonization to about 1870) in the elementary and junior high grades, it might be advisable to introduce in the senior high grades a course in United States history which emphasizes the more recent aspects of American development, particularly as they relate to the growth of the United States as an industrial world power, with all its implications and responsibilities. Below is a suggested outline of such a course.

### THE UNITED STATES IN THE WORLD SETTING

#### *Major Objectives*

1. Develop an understanding that throughout the history of the United States its destiny was closely linked to that of the other nations of the world.
2. Develop an understanding of the historical forces and events that brought the United States to its present position of world leadership, and of its responsibilities as such.
3. Develop an insight into the complexity of present-day world problems and how they relate directly or indirectly to our own welfare.
4. Impart a knowledge of the basic causes of disputes between nations and of the tremendous sufferings and loss in human life and wealth due to wars.
5. Impart a knowledge of past and present efforts in behalf of world peace, and of the obstacles that still stand in the way.
6. Develop an appreciation of the American way of life but with full cognizance of its relationship to world problems.
7. Develop attitudes and patterns of thinking and behavior necessary to enlightened national and world citizenship.

#### PART I

### THE RISE OF THE UNITED STATES AS A WORLD POWER

*Unit 1—Economic and Cultural Position of the  
United States*

## A. Economic Development (1870 to present)

## 1. Industrial Progress

- a. Increased productive capacity in industry
- b. Increased productive capacity of the farmer
- 3. Improvements in standards of living
  - (1) Factory legislation
  - (2) Reform movements

## 2. Problems of Depression and Unemployment

- a. The nature of modern production as a cause of depression
- b. Outstanding panics and depressions

## 3. The New Deal—An Economic Revolution

- a. Economic philosophy of the New Deal
- b. Government planning and laissez-faire
- c. New Deal measures and their effects
- d. Current problems and issues

## B. Cultural and Political Development of the United States (1870 to present)

## 1. Extension of the Democratic Process

- a. Women's rights and suffrage
- b. Popular election of senators
- c. Correcting abuses in government (local, state, and national)
- d. Unsolved issues and problems

## C. Self-Sufficiency and Dependency

## 1. Natural Resources of the United States

- a. Extent of
- b. Need for conservation

## 2. Dependence Upon Other Nations

## 3. International Trade and Tariff Barriers

- a. Shift from protective tariff to reciprocity
- b. Shift of U. S. from debtor to creditor nation
- c. International trade as a factor in world peace

Unit 2—United States and World Relations  
(Historical Background - 1789 - 1918)

## A. Pre-Civil War Relations (Brief Review)

- 1. Our Debt to France (during Revolutionary War)
- 2. The Foreign Policy Principles of George Washington
- 3. The Napoleonic Era and The War of 1812
- 4. The Monroe Doctrine and "The Holy Alliance"
- 5. The Mexican War

## 6. Boundary Treaties with England and Canada

## B. Post-Civil War Relations

## 1. Relations with England during the Civil War

## 2. The Spanish-American War

## 3. Our Interests in the Caribbean

- a. Dollar diplomacy
- b. The Panama Canal
- c. Extension of the Monroe Doctrine
- d. Relations with Mexico

## 4. Our Interests in Asia

- a. The open door policy for China
- b. The treaty of Portsmouth

## 5. Our Entrance into World War I

- a. European Rivalries for Colonies and world trade
- b. Failure of the World Court and the Hague Conferences
- c. Making the world safe for democracy
- d. Wilson's Fourteen Points
- e. The Treaty of Versailles

## PART II

## UNITING FOR WORLD PEACE

## Unit 3—Understanding the Peoples and Countries of The World

## A. The Peoples and Countries of Europe

## 1. Historical Origins and Development of European States

- a. England
- b. France
- c. Germany
- d. Italy
- e. Russia
- f. The Balkan Countries

## 2. Disorganizing Forces

- a. Rivalries and jealousies due to concepts of nationalism and sovereignty
- b. The struggle for power
  - (1) The mercantile system
  - (2) Imperialism

## 3. Unifying Forces

- a. Past wars and fear of war
- b. Economic inter-dependency

## B. The Peoples and Countries of Asia

## 1. Historical Origins and Development of Asiatic States

- a. China
- b. Japan

- c. India
    - d. Australia
    - e. The Islands of the Pacific
  - 2. The Position of Asia in the World of Nations
    - a. Asiatic culture contrasted with European and American
    - b. The westernizing of Asia
  - C. The Peoples and Countries of Latin America and Canada
    - 1. Historical Origins
      - a. Revolt from European Domination
      - b. Internal rivalries
    - 2. Pan Americanism
    - 3. Current Problems
  - D. The Peoples and Countries of the Near East
    - 1. The Historical Importance of the Near East
      - a. Birthplace of religions
      - b. Gateway to Asia
    - 2. Strategic Importance
      - a. Economic
      - b. Political
      - c. Geographic
  - E. The Peoples and Countries of Africa
    - 1. The Historical Importance of North Africa
    - 2. The Division of Africa by the European States
    - 3. The Present Importance of Africa
- Unit 4—Resolving Conflicting Ideologies*
- A. The Rise of Dictatorship
    - 1. The Russian Revolution
      - a. Conditions favorable to revolt
      - b. Theories of Marx and Lenin
      - c. The growing power of Communism under Stalin
    - 2. The Fascist Revolution in Italy
      - a. Conditions favorable for revolt
      - b. The Fascist theories of Mussolini
      - c. Invasion of Ethiopia
    - 3. The Rise of Nazism in Germany
      - a. Economic conditions
      - b. The historic militarism of Germany
      - c. Theories of the master race
  - 4. The Growing Power of Japan
    - a. Rapid westernization of Japan
    - b. Invasion of China
  - B. World War II
    - 1. The Neutrality Act
    - 2. The Principle of Lend-Lease
    - 3. The Attack on Pearl Harbor
    - 4. America, the Arsenal of Democracy
    - 5. High Spots of the War
    - 6. Loss of Life and Damages
  - C. Post World War II Developments
    - 1. The Yalta Conference
    - 2. The Potsdam Agreement
    - 3. The Truman Doctrine and The Marshall Plan
    - 4. The North Atlantic Pact
    - 5. The Control of Atomic Energy
    - 6. The Dutch of Indonesia
    - 7. The Palestine Problem
    - 8. The Berlin Blockade
    - 9. The Communist Revolution in China
    - 10. The Korean War
    - 11. The United States of Europe
  - D. Past Efforts at World Peace
    - 1. Man's Long Struggle to Avoid War
    - 2. Development of International Law
    - 3. The Role of Diplomacy in International Relations
    - 4. The World Court of Justice
    - 5. Treaties and Conventions
    - 6. The League of Nations
  - E. Current Efforts at World Peace
    - 1. The United Nations
      - a. Origin of: The Atlantic Charter  
The Dumbarton Oaks Conference
      - b. Philosophy
      - c. Organization
    - 2. Rehabilitating Backward Countries
      - a. Point Four Program
      - b. International Trade
    - 3. Strengthening the United Nations



# Visual and Other Aids

IRWIN A. ECKHAUSER

Washington Junior High School, Mt. Vernon, New York

Coronet Films, Chicago, Ill., has just released a new supplement to its general Catalogue. The supplement lists and describes 28 new teaching films. The wide range of subjects include all grade levels and the principal subject areas.

In addition, Coronet Films is offering its new Reference Directory, which lists alphabetically all Coronet teaching films produced through Dec. 1952. The Directory shows grade levels and subject areas in which each film is most useful, its length and the price in black and white or full natural color.

## FILMS

*School Rules: How They Help Us.* 1 reel. Sound. Color, or black and white. Sale or rental. Coronet Films, Chicago, Ill.

The point is stressed that school rules—like all rules—are methods to make life smoother and more pleasant, to facilitate fairness and safety to all.

*Who Are the People of America?* 1 reel, sound, color, or black and white. Sale or rental. Coronet Films.

A dignified, yet simple story that explains where Americans originally came from, how they fought together, how they plowed the land and built cities, and how they are still building to create a finer America.

*Gates of Power.* 2 reels. 19 minutes. Sale or rental. British Information Service, 30 Rockefeller Plaza, New York City, N. Y.

Tells of British achievements in the field of hydroelectric power. All over the world—in New Zealand, Australia, Africa, and India, and in many countries in Europe—British equipment and skill are helping to harness the greatest natural power on earth.

*Japanese Family.* 23 minutes. Sale or rent. International Film Foundation, 1600 Broadway, New York 19, N. Y.

Depicts the daily life of a family engaged in silk weaving.

*Island Nation.* 20 minutes. Sale. United World Films, 1445 Park Ave., New York 29, N. Y.

Shows Japan's struggle to overcome the handicaps of limited farmland, limited natural resources, and overpopulation.

*Picturesque Japan.* 20 minutes. Free loan. Japanese Overseas Agency, 60 E. 42 St., New York 17, N. Y.

A travelogue depicting Japan's resources, and her way of life.

*Japan: The Land and the People.* 1 reel. Sound. Color, or black and white. Sale or rental. Coronet Films.

Reveals the modern island nation, small, mountainous, with limited amounts of arable land as it takes on the tremendous task of growing and supporting itself under the new democracy.

*Life in the Nile Valley.* 1 reel. Sound. Color, or black and white. Sale or rental. Coronet Films.

A close study of the activities of a typical Egyptian farm family makes the exploration of this region a meaningful and rich experience.

*Ancient Egypt.* 1 reel. Sound. Color, or black and white. Sale or Rental. Coronet Films.

Three spheres in which Egyptian civilization has contributed to western culture—development of agriculture and community living, discoveries in the arts and sciences and evolution of religion through their polytheism—are developed.

*Atoms at Work.* 1 reel. 10 minutes. Black and white. Sale or rental. British Information Services.

This timely film illustrates the many valuable peacetime uses of atomic energy available to mankind.

## FILMSTRIPS

*Japan: The Land and Its Peoples.* 43 frames.

- Society for Visual Education, 1345 W. Diversey Parkway, Chicago 1, Ill.  
Shows the customs, industries, and living conditions of Japanese.
- Peacetime Uses of Atomic Energy*. 20 frames. Lewellen's Productions, 8 So. Michigan Ave., Chicago 3, Ill.  
Suggests the peacetime uses to which the atom might be harnessed.
- Atom at Work*. 52 frames. Society for Visual Education.  
Discusses peacetime uses of the atom from different point-of-view.
- China*. (all pre-Communist). 64 frames. Informative Classroom Pictures Publishers, 40 Ionia Ave., N.W., Grand Rapids 2, Mich.  
Shows Chinese family life, schools, farmers, and industrial workers.
- China's Children*. 57 frames. Society for Visual Education.  
Depicts Chinese children at school, work, and play.
- Powers of the President*. 58 frames. Office of Educational Activities, *The New York Times*, Times Sq., New York 36, N. Y.  
Discusses this subject under the following headings: historical and constitutional, electing a president, the president's duties, the president's advisers, from policy to action, checks and balances.
- Aspiration: Statehood*. 55 frames. Office of Educational Activities, *The New York Times*.  
First phase deals with Hawaii, the second with Alaska. Deals with the history, geography, people and economy of the territory, and traces the arguments for and against statehood.
- What Are Your Problems?* 55 frames Sale. Science Research Associates, 57 W. Grand Ave., Chicago 10, Ill.  
It points out the chief difficulties that face youth today, discusses possible solutions, and shows that these personal, social, and scholastic problems worry young people everywhere.
- Adventures of Marco Polo*. 94 frames. Sale. Pictorial Events, 597 5th Ave., New York 17, N. Y.  
It takes place during the reign of Kublai Khan, the greatest of Chinese Emperors. It shows savage Tartars in the Middle Ages storming the gates of Peking; you will see court intrigues, costumes worn by women in the ancient court of Kublai Khan.
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#### PICTURES

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## News and Comment

R. T. SOLIS-COHEN

*Philadelphia, Pennsylvania*

### *Newspaperboy Commemorative Stamp*

When these stamps were placed on sale on National Newspaperboy Day, October 4th, the newspapers showed pictures of newsboys who had performed excellent jobs receiving awards from various prominent dignitaries. Local newspapers in some communities even issued flyers inviting teen agers of both sexes to become newsboys with a paper route. With this background, it is enlightening to learn the following facts from a leaflet entitled *The American Child*, published monthly by the National Child Labor Committee.

This Committee calls attention to the child labor aspects of the newspapers' "little merchant" system for their carriers:

"The National Child Labor Committee joins in paying tribute to the enterprise of the children who deliver our papers—but it believes that a more fitting recognition of their services would be to accord them the same protection given to school children employed in other forms of part-time work.

"Most newsboys work under the 'little merchant' system—a subterfuge devised by the papers to avoid the status of employee for those who deliver their product. As a 'little merchant' the newsboy is alleged to be an independent contractor, and as such has been held by the courts in many states not to be covered by workmen's compensation laws or even child labor laws.

"The little merchant' plan, in addition to relieving the newspaper of financial responsibility for boys injured in the course of their work, relieves them of financial risk for uncollectible accounts. The newsboy 'buys' his papers outright and 'sells' them to the list of subscribers the newspaper gives him. But if a subscriber moves away leaving an unpaid bill, or if the boy cannot collect, the

newsboy bears the full loss even though he must continue to deliver the paper to those in arrears as long as the newspaper stipulates.

"The National Child Labor Committee is not opposed to part-time work for school boys, provided it is carried on under proper standards. Newspaper delivery is only one of the many opportunities for part time work available to children and we believe that it should be subject to the same legal regulations as, for instance, delivery work for groceries or drug stores.

"Good laws usually set a 14-year minimum age for work outside of school hours and forbid early morning employment. The newspapers have recommended a 12-year age minimum on a voluntary basis. We do not object to a 12-year minimum for the delivery of afternoon papers on residential routes, but the newspapers' 'voluntary' standards also suggest that 5 a.m. is an appropriate hour for 12-year olds to start their deliveries. Moreover, the papers have for years strongly—and usually successfully—opposed incorporation of any regulation of newsboy work in child labor laws.

"Until the newspapers are ready to accept for their carrier boys the legal regulations that apply to other forms of part-time employment, and until they assume responsibility for injured workers and the financial risk of uncollectible accounts, we cannot accept the commemorative stamp's symbolization of the newspaperboy as an appropriate example of our American system of free enterprise."

### *Juvenile Delinquency*

Dr. Eleanor J. Glueck, the distinguished criminologist, who since 1930 has been with the

Harvard Law School directing outstanding surveys and studies in her field, reports upon a new scientific tool devised by her husband, Dr. Sheldon Glueck, herself and their staff (*The Survey*, May, 1952). This technique indicates which "bad boy" is just feeling his oats, and which is a criminal in the making.

This method of prediction is a system of diagnostic tables, usable with children as young as six. Although the technique is described in detail in a book entitled *Unraveling Juvenile Delinquency*, the latter contains so much tabular material, footnotes, and appendices that its reading requires time and careful study.

Dr. Glueck therefore presents a brief résumé of the purposes and plan of her research. The research was undertaken mainly as an inquiry into the causes of juvenile crime. Dr. Glueck was also concerned with the possible biological basis of delinquency and with the characteristics of delinquents which were different from those of non-delinquents.

For the study 500 persistently delinquent boys were selected from correctional schools and 500 non-delinquent boys from public schools.

The delinquents and non-delinquents were first matched, case for case, by age, intelligence, and ethnic derivation. All were selected from slum areas.

The question raised was: "Why do some boys growing up in underprivileged areas become delinquent, while others, similarly disadvantaged, do not develop persistent anti-social behavior?"

The matched cases were compared biologically, psychologically, psychiatrically and sociologically with respect to about four hundred facts in order to determine in what respects the delinquents differed from the non-delinquents. These factors included a standard medical examination, a performance as well as a verbal test of intelligence, the Rorschach Test, an interview by a psychiatrist, and an intensive social history of the family and personal background of the youngster.

The question arising from this study was:

"Is it possible to devise some means by which definite traits and characteristics might serve as a basis for an early diagnosis of delin-

quency?" This Dr. Glueck answered affirmatively.

The purpose of Dr. Glueck's presentation is to focus attention upon a technique which can diagnose delinquency before marked signs are apparent, and to distinguish the true delinquent from children who are already showing signs of what appears to be anti-social behavior.

Just as insurance companies have built up actuarial tables for calculating insurance risks so Dr. Glueck believes that actuarial tables are feasible in the field of parole and practicable in the imposition of sentence. These diagnostic tables are based upon actuarial theory.

Each of Dr. Glueck's diagnostic tables is made up of five weighted factors that highly differentiate true delinquents from true non-delinquents. The first table consists of five factors: assertiveness, defiance, suspiciousness, destructiveness, and emotionallability. The second, the outstanding differences in personality traits, rests upon adventuresomeness, extroversion in action, suggestibility, stubbornness, and emotional instability.

The third, based upon the relationship of the child and his family, compares the quality of the discipline of the child by the father, supervision of the child by the mother, affection of the father for the child, affection of the mother for the child, and the cohesiveness of the family group.

The predictive value of each of these tables is roughly the same, ranging from about 1 in 10 likelihood of delinquency for a boy having the lowest "failure score" to an almost 9 in 10 chance for a boy who falls in the highest failure-score category.

Dr. Glueck cites some cases to show that if a boy has a high chance of potential delinquency as determined by his social background, but a low chance according to his basic character structure or the dynamics of his personality, the chances of successful preventive treatment are good. However, if nothing short of a basic reorganization of his character structure and temperamental make-up would divert a boy from delinquency, the problem is more difficult and requires new types of character therapy.



Dr. Glueck warns that a prediction table cannot be applied mechanically or as a substitute for clinical judgment. In its present state of refinement, she believes that the Glueck's technique can spot 85 per cent of potential young criminals. This represents a challenge to provide the remedy.

An article on "Fall in Juvenile Delinquency" in Italy, published in *Italian Affairs* (September, 1952) states that during the war it was impossible to deal adequately with delinquency. The chief causes of delinquency were poverty, a desire for money, and lack of employment. Fifty-one per cent of the delinquency occurred between the ages of fourteen and eighteen. Illegitimate children, orphans lacking home care, and illiterate children were represented by high percentages among the delinquents. Boys were responsible for 80 per cent of the offences and girls for 20 per cent.

With life returning to normal, with more homes being built, more schools being opened and improvement in general conditions, juvenile delinquency is steadily decreasing.

### Our Times

*Our Times*, a newspaper for secondary school students, is described by its publisher, American Education Publications, as the advanced paper in the current events series.

Well illustrated and with a variety of pictures, clear diagrams and simple, easily read maps, its articles include those concerned with international affairs, jokes, flashbacks in U.S. history which present brief accounts of Americans important in U.S. social history, and accounts of interesting and profitable hobbies.

The Teacher's Edition gives useful teaching aids and is clearly thought out and well-worded.

## Book Reviews and Book Notes

DAVID W. HARR

Head, Department of Social Studies, Abraham Lincoln High School, Philadelphia

*Sociology: An Analysis of Life in Modern Society.* By Arnold W. Green, New York: McGraw-Hill Book Company Incorporated, 1952. Pp XX, 590. \$4.50.

This is a thoughtful addition to the growing library of sociology textbooks. It was Shakespeare who said: "Knowledge dwells in heads replete with thoughts of other men, wisdom in minds attentive to their own." With the wisdom born of a thorough knowledge of the conventional tools of sociology and a keen insight into the ways of men, the author has produced an excellent introduction to the problems confronting America at mid-century.

While this textbook follows the usual approach in introductory sociology, the author has handled certain important problems with considerably more depth of understanding than many of his colleagues. The problem of "moral relativity," for example, is squarely faced and judiciously treated. In other words, there are obvious difficulties involved in an objective

scientific analysis of the sexual behavior of unmarried women in a society where pre-marital chastity is a moral norm. While pointing out the desirability of an objective analysis of all forms of human behavior, the whole tone of this book stresses the often forgotten fact that no society can long exist without a common system of moral norms and shared values. In the author's own words: "Human society is built upon this web of should and ought. Without moral norms human society would perish." To the question—"Does being objective mean that one's own beliefs and moral convictions must be discarded?"—the author carefully replies in the negative. Needless to say, Dr. Green's sophisticated awareness of the normative problem in modern society makes for a rather refreshing departure from the usual (sly debunking) treatment of both religion and the traditional monogamous marriage norms which characterize American society (Chapters 18-21).

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Finally, this book contains two chapters which are both creatively written and extremely useful to the beginning student. Chapter 12 on "The Division of Labor" and the last chapter on "The Problems of the Twentieth Century" are lucid introductions to such important concepts as "bureaucracy," "mass society," and the complexities of modern property ownership. The chapters on "personality" (Chapters 7, 8, and 9) are the weakest part of the book.

E. DIGBY BALTZELL, JR.

Department of Sociology  
University of Pennsylvania

*The Commonwealth of Nations.* By W. D. McDougall, Toronto: The Ryerson Press, 1952. \$1.95.

This textbook for junior high school classes guides the pupil on a rapid tour of the British Commonwealth of Nations and allows him a quick glance at the principal milestones along

the road of Commonwealth development. The author has tried to present "sufficient wealth of detail and dramatic incident to intrigue the interest and command the attention of the junior high pupil." He has organized these details and incidents into eight units of study which place major emphasis upon the British Isles and Canada, and devote some attention to India, Australia, and the other members of the Commonwealth. His adoration for the Queen and his tone of patriotic appreciation for the Empire will hardly appeal to students in the United States; nevertheless, the wealth of material concerning Canadians and other peoples with similar institutions makes this book invaluable supplementary reading for students in United States history and in World history. Students in the United States as well as in Canada should be taught that representative government and civil liberties are the cherished traditions of many countries.

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### ARTICLES

"Are Your Textbooks Subversive"? *The Colorado School Board Bulletin*, X, July, 1952.

"Must Teachers Be Neutral"? By Laurence E. Metcalf. *Educational Leadership*, X, October, 1952.

"Integration of Speech Education with English and Social Studies." By Waldo W. Phelps. *Bulletin of the National Association of Secondary-School Principals*, XXXVI, May, 1952.

### PAMPHLETS

*Young Germany, Apprentice to Democracy.* Department of State Publication number 4251. Price 35 cents. Write to The Secretary of State, Washington 25, D. C.

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